Discover Your Voice International

Resources for teaching speech and debate in schools

About this guide

This guide is for people working with pupils aged between 11 and 18 who want to get them speaking persuasively and debating issues.

- **This guide is for beginners**—you do not need to have seen a public speech or debate before to use it.
- **You do not need to read the whole guide**. It is designed so you can start at the beginning, with some simple ideas to start pupils talking, and then progress through as many sections as you want.
- **The beginning of the is devoted to teaching very basic speaking skills, as the guide progresses it divides guide into more specific sections on debating and public speaking.**
- Some pages of this guide will have a large (Photocopy Symbol) at the top, indicating their suitability to photocopy and distribute to your students.
- This guide is produced by the English-Speaking Union, a registered charity which also runs the website www.esu.org where you can find more resources to help you and information about our other programmes.

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Section A - An Introduction to Speech and Debate

About this section

- Reasons to teach speech and debate for school management, teachers and pupils
- An overview of some ways to use speech and debate
- Answers to frequently asked questions about using debating and persuasive speech
- An introduction to what makes a speaker persuasive

"I can't believe the impact that speech and debate has had upon my students – it's improved their confidence and ability to think quickly."

Why debating and public speaking? –for school management

1. A way to enrich learning in the classroom across all subjects

- The ability to speak in public and debate are fantastic skills which can enrich learning in almost every subject throughout the school. Once a class has been introduced to speech and debate, teachers in all subjects can develop their students' speaking and listening skills while also providing an active and challenging way to explore their own particular subject.

- Speech and debate help develop critical thinking skills. They require students to have logical arguments and often to re-think their ideas. This must be done quickly and usually whilst working in a team.

- Our models of speech and debate encourage students to take responsibility for their own learning through teamwork, extended preparation and adjudication.

2. A way to develop exciting extra-curricular opportunities for students

- Lunchtime or after-school debating or public speaking clubs provide students with an opportunity to continue to learn about important issues in their free time.

- When extra-curricular clubs are organised by the students themselves (see page 139 onwards) the committee members develop vital skills that will be invaluable in later life and work.

3. Promotes interaction between schools

- Friendly debates and public speaking competitions between schools are an ideal way to build connections with other schools in your area.

- A number of countries also organise national and international competitions which your team may be able to compete at. A successful team can provide an excellent way for the school to show pride in intellectual activity, just as its sports teams show pride in physical activities.

4. As a way to fulfil curriculum requirements

Speech and debate are requirements of many subjects and the skills which they can impart to your students have a great ability to improve student performance. Below are several specific examples of curriculum demands for speech and debate or the skills which are developed by these activities. The list is not exhaustive but hopefully representative of an increasing and crucial demand for speech and debate.

<u>The International A-Level and International GCSE</u>

The International GCSE qualification in **English Language** requires students to:

- 'Understand and respond appropriately to what they hear' (Course Aim);
- 'Understand order and present facts, ideas and opinions' (AO3.S1);
- 'Use language and register appropriate to audience and context' (AO3.S5)
- 'Communicate clearly the knowledge and insight appropriate for literary study' (Assessment Objective)

The International A-Level in **English Language** requires more advanced skills of the same kind. Students are required to:

- 'Develop the interdependent skills of reading, analysis and communication' (Course Aim)
- 'Communicate clearly the knowledge and insight appropriate for literary study' (Assessment Objective)

Furthermore, these skills are not just a requirement in English. A range of other subjects require pupils to develop speaking and debate skills as part of the syllabus. Students are required to:

- 'Recall, select, organise and deploy knowledge' and 'understand, interpret evaluate and use a range of sources as evidence...' (AO1 & AO2, **History IGCSE**)
- 'Present a clear, concise, logical and relevant argument' (AO4, **History International A-Level**)
- 'Analyse the viewpoints of different groups of people and identify conflicts of interest.' (AO4.3, **Geography International A-Level**)
- 'Communicate confidently and clearly in the target language... to organise arguments and ideas logically' (**French International A-Level**)

The International Baccalaureate (Middle Years Programme and Diploma Programme)

The Middle Year's Programme contains an explicit requirement for speech and debate. The programme requires:

- 'Varied and valid assessment tasks including organised debates and all forms of oral work' (IB Internal Assessment and Final Assessment)
- The development of 'collaborative skills, communication... problem solving and thinking skills' (IB Areas of Interaction Approach to Learning)
- Speech, interaction and appropriate communication (Core Skills in 'Language A', 'Humanities' and 'Arts')

The Diploma Programme contains specific requirements to:

- Demonstrate 'oral work' (Language, IB)
- 'Analyse, critically and evaluate theories, concepts and arguments' (Individuals and Societies, IB)

Many schools will in addition follow specific national curricula, below are two examples of the requirements for speech and debate within the Kenyan and Singaporean education system.

Kenya Certificate of Secondary Education

In particular English emphasises the development of the following skills as part of the Secondary Education Certificate:

- 'Listening skills to infer and interpret meaning correctly from spoken discourse' (General Objective 2)
- 'Accurately, fluently, confidently and appropriately in a variety of contexts' (General Objective 3)
- 'The mastery of curriculum content through debate, interviews, discussion [and] speeches...'

The Singapore Ministry of Education Secondary Curriculum

There is an especially pronounced requirement for debate and the skills it develops in the Singaporean curriculum, particularly in English. Debate is recognised as one of the key approaches to English Language Teaching in the curriculum with students aiming to:

- 'Represent in internationally acceptable English that is grammatical, fluent... and appropriate for different purposes, audiences, contexts and cultures.' Students are required to identify in speech 'inferences... [to] compare and contrast information... [and to] understand abstract ideas when concrete examples are being used.' (Learning Objective 2, Listening and Viewing Secondary Level).
- 'Evaluate the relevance and soundness of arguments by: ascertaining the premise and claim that the speaker is making; identifying evidence for the claims; assessing the sufficiency of the

evidence to justify the conclusions; [and to] assess the validity/ logic" of arguments (Learning Outcome 3, Listening and Viewing).

Furthermore within the speaking and representing area of the curriculum there is a clear and valuable purpose to speech and debate as a method of teaching and assessment.

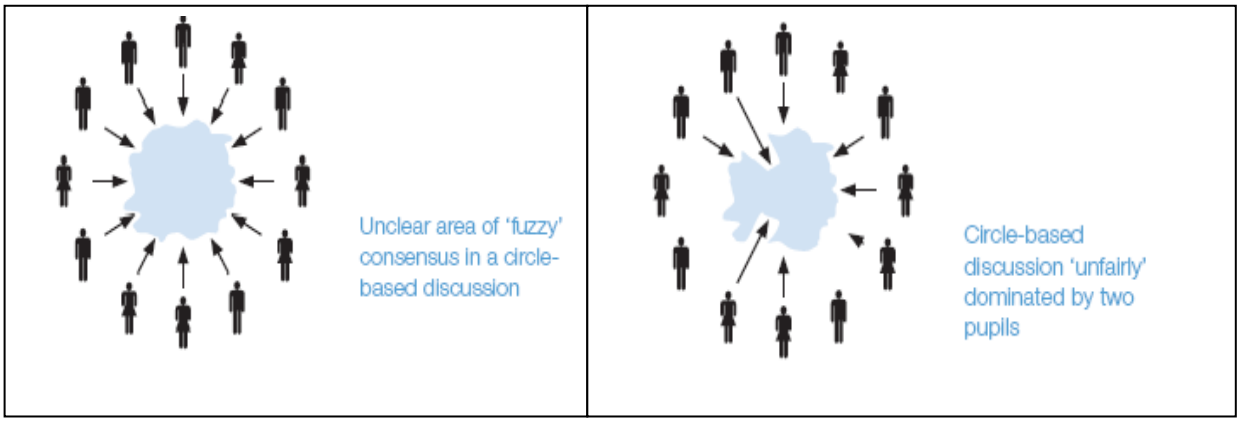
- Students need to demonstrate awareness of the differences between spoken and written forms of language including "the language of debates" (LO1, Speaking and Representing).
- They are required to "gather, evaluate, select and synthesise facts and ideas... select appropriate oral and/ or visual forms to convey information... for different purposes and audiences" as well as to "enhance meaning through the use of literary language and a variety of vocabulary." (LO3, Speaking and Representing)
- Pupils are required to "present ideas opinions, experiences and arguments with confidence... to point out similarities and differences to explain different perspectives... summarise ideas... Respond with suggestions, feedback... and alternative viewpoints." (LO4, Speaking and Representing)
- Furthermore students are required to "use language to produce spontaneous and planned spoken texts, and convey them in multimodal ways, where appropriate: ... Expositions (e.g. Debates... a persuasive talk to convince the audience)." (LO5 Speaking and Representing).

Why speech and debate? – For teachers and pupils

1. The skills are different from other speaking and listening activities

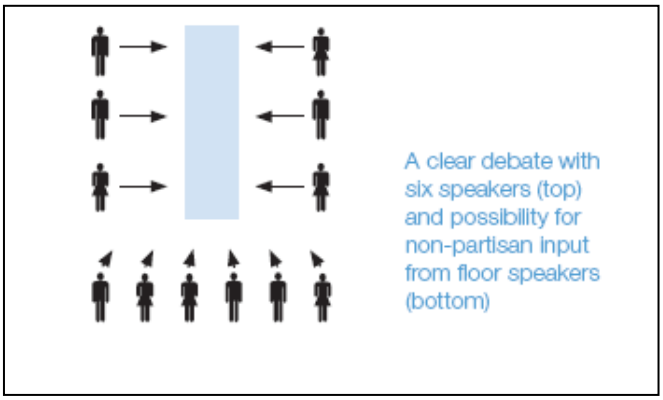
Public speaking and debate have firm but multifaceted structures which many other speaking and listening activities lack. In debating this structure is based around the idea of having speakers on two sides of an issue who take it in turns to speak for or against a given motion, mean that debating activities tend to end up with a clearer line of argumentation and more effective engagement. Depending on format public speaking activities also emphasise a similarly focussed form of engagement.

To look at this graphically, we can represent most speaking and listening activities as a circle, where participants all add their own ideas into the melting pot. A consensus normally evolves, but often without clearly defined boundaries. Furthermore it can often lead to uneven participation with some students dominating the discussion and others saying little:



Circle based discussion can often produce an area of fuzzy and unclear consensus or can be dominated by particular pupils with some contributing little or nothing at all.

In a debate, on the other hand, every speaker delivers a speech according to the clear parameters defined by the first speaker on each side and has a set amount of time in which to deliver their speech:



The benefits of debating:

- Debaters learn to argue for something they don't necessarily believe in themselves, which helps them understand other points of view.
- In a debate, speakers respond to each other, so speaking and listening have to happen together.
- Debating from notes and responding to others through rebuttal and points of information mean speakers combine preparation skills with speaking spontaneously.

The benefits of public speaking:

- Public speaking can help students engage with topics that they might not know much about, encouraging skills of research and preparation.
- Participants have to respond to questions from the floor and learn to deal in a non-confrontational way with challenges presented by the audience.
- Participants learn how to use language and presentational techniques to engage and sustain the interest of an audience.

2. Suitable for use in a mixed ability classroom

- Speech and debate give scope for the highest ability students to develop deeper, higher-order thinking. It will hone their reasoning skills; improve their capacity to understand and challenge complex arguments and provide the oral confidence to perform well in presentations, interviews and a range of life situations.
- The rules of each format ensure that everyone has a chance to be listened to, and everyone can participate. As a result shyer pupils can speak in a comfortable environment while more vocal students have an opportunity to take part in fast-paced intellectual exchanges. More disruptive pupils may first become truly excited about learning through debating.
- Although the skills of speech and debate tie in with many written activities, writing isn't essential; it often provides a major confidence boost for those who find writing difficult.

3. Links to other classroom activities

- Both activities help develop critical thinking and communication skills that improve attainment across the curriculum.
- They provide a structured method for assessing speaking & listening (see Section H (108-114) for advice on judging and assessment).
- A debate or public speaking exercise often provides an ideal grounding or conclusion to written work, and helps pupils think clearly about structure and reasoning.

4. Speech and debate are fun activities

- Both public speaking and debating can be a lot like football or tennis; the rules are relatively simple and a pupil can pick them up in one lesson. However, the tactics and strategies of a top speaker take longer to master and provide both the participants and audience with all the excitement of our favourite spectator sports.
- It's great for the teacher, too; after several debates or speaking competitions the students can run the debate by themselves leaving you time to focus on assessment and feedback.

5. Speech and debate can offer broad life skills to your students

Debating and public speaking undoubtedly prepare students for a range of tasks and challenges they will face in later life.

- It gives them the verbal confidence, analytical clarity and quick thinking necessary to perform well in interviews, whether for university places or for jobs.
- It helps them develop the clear, persuasive and confident delivery required for making presentations that might be delivered at school, university or in the work place.
- The quick thinking, analytical approach and structure of thought required by debating often helps students in examinations when seeing essay questions for the first time.
- Debate can engender a spirit of independent thought and analytical precision which are crucial to success in a wide range of jobs in the business and professional world.
- Even outside well paid careers speech and debate offer the opportunity for students to learn how to clearly and confidently express themselves which might help them gain employment, or enable them to achieve more senior positions when they start work.

An overview of some ways to use speech and debate

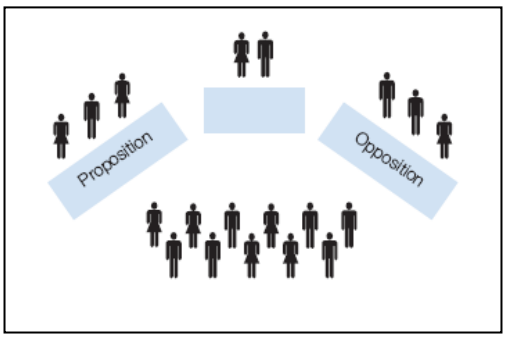
There are lots of ways to use speech and debate, ranging from informal discussions to more structured formats. These pages are designed to give you some simple ideas for settings that you could use to practice persuasive speaking. We hope you will adapt them in ways that make sense for you and your pupils. When and if you want to explore a particular format of parliamentary debating or public speech in more depth, the rest of this guide will help you do that too.

A basic parliamentary debate

In a parliamentary debate, two small teams of pupils are allocated opposing points of view and must try to persuade an audience to agree with them.

A parliamentary debate is a good format to encourage pupils to speak for more extended periods, or for when you want to show a debate to an audience.

- The topic for the debate, phrased as a point of view or proposal for action, is called a motion. For example, 'This House believes we should wear school uniform' or 'This House would ban violent video games'. It traditionally starts with the words 'This House …' this is in part because the format is based on the debates that take place in the Houses of Parliament in the United Kingdom. It is also to show that the proposing side is the government of a nation or a legitimate ruling body. It also affects the kind of action that most debates refer to. For example with banning video games the proposition can change the law to make them illegal – without the 'House' the proposition could be a video game shop or an individual household.



- There are two teams in the debate, the proposition (who support the motion and are in effect the government) and the opposition (who are against the motion). Each team has the same number of speakers, and the speakers take turns to make speeches to the audience, starting with the proposition and then alternating between the two sides. Speeches normally last a few minutes, and there is a timekeeper who makes sure people don't speak for too long.
- After the speakers have made their speeches, the audience get a chance to make comments or ask questions in the floor debate.
- Following the audience's floor debate, there are usually summary speeches from the final speakers on both teams.
- The audience then votes for the side they agree with. This is like a vote in a parliament, congress or senate.
- There is a chairperson who is in charge of the debate and is not on either team. The chairperson introduces the speakers and runs the vote at the end. They act like the Speaker in the House of Commons or the President of the Senate in Chile.

In many countries parliamentary debates are used for inter-school debates and in competitions. There are rules about how many people are on each team, how long people can speak for, and when they can be interrupted, but these can change from competition to competition.

In section C there is more detail on a specific format of parliamentary debating which we think works well, but the essentials are; a motion with two teams taking turns to speak. Suggested motions for parliamentary debates (there are more motions on pages 47 to 49):

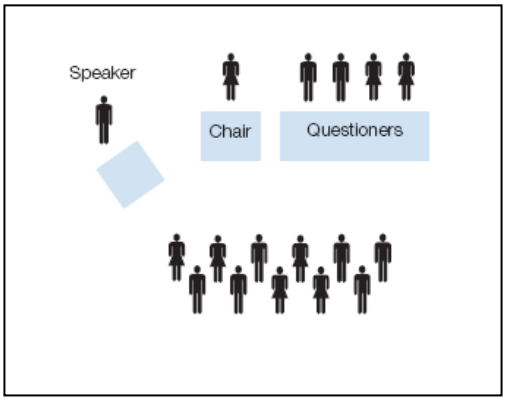
- This House would lower the voting age to 14.
- This House would arm the police (or disarm the police)
- This House would ban school uniform.
- This House would legalise performance enhancing drugs in sport.
- This House would punish sporting teams for the behaviour of their fans.
- This House would legalise euthanasia.
- This House would abandon manned space exploration.
- This House believes that the Internet has done more harm than good.
- This House believes that women's rights should come before religious freedoms.
- This House believes that the victims of crime should have a role in setting punishments for criminals
- This House would rather be an only child.
- This House believes that Friar Laurence is responsible for the deaths of Romeo and Juliet.
- This House believes the Cold War ended because communism failed not because of international intervention.
- This House believes that modern art isn't art at all.

Public Speaking

This is a good basic format to encourage pupils to give a speech without many complications, and perhaps allow a quiet but clever pupil to share an interest they have, or make an outgoing or highly confident student channel and structure their talent.

When you want to give an individual speaker the opportunity to address an audience persuasively on a topic, other students can also play particular roles.

- There is a topic for the speech which can be anything the speaker chooses or can be allocated (for example, 'Why I enjoy football').
- You could have more than one speaker making a speech in the same session, perhaps asking them to speak on related topics.
- Once pupils are more confident you could ask one student to prepare a speech and another to make up one on the spot linked to the speech they have just heard by a class mate (this is called an impromptu speech, the kind of which will be discussed later on page 78)
- You might have a chairperson who introduces the speaker and the topic at the start and sums up the discussion after all the questions.
- You could allocate people as questioners who must ask the speaker questions after the main speech.
- The audience can also ask the speaker questions.



Suggested topics for public speaking:

- Why I enjoy football.
- My favourite person.
- If I ran the country I would...
- Tradition is not important.
- Public transport should be free.
- Young people should be given more freedom.
- You should never lie.
- People spend too much money on clothes.

A balloon debate

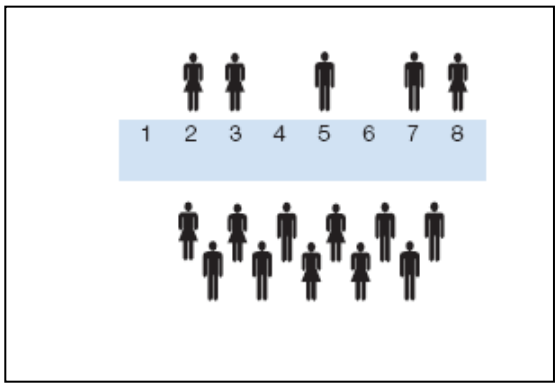
A hot air balloon is in a perilous situation: it is fully loaded with a group of people, objects or even abstract ideas, and it is sinking rapidly. In order to prevent everything in the balloon dying a horrible death by drowning in the sea below, the people, objects or ideas must justify why they should be allowed to stay in. The unsuccessful get thrown overboard to lighten the load.

A balloon debate is a good format to get people talking about things they are interested in. It can be used to develop skills in both debate and public speaking.

- The things that the pupils are representing compete with one another for a particular title – for example 'The best invention ever'.
- Pupils take turns to make a short speech (perhaps 30 seconds to 1 minute) on why what they are representing should win the title, and be allowed to stay in the balloon.
- After a round of speeches, the audience votes on who goes through to the next round. For larger groups you can put through the top four or five students to make the process quicker.
- After the vote, there is another round of speeches and a further vote and a further round of speeches, continuing until only one candidate is left.
- You can have as many or as few rounds as you like; it all depends on how much hot air there is left in the balloon and when (or if) it starts to rise again.
- With more confident students you can change the game after the first round. As well as giving a different reason why they should stay they can also give one reason why another invention, person etc should have to go.

Suggested titles for a balloon debate:

- The best invention ever.
- Our class hero.
- Best TV/ radio programme.
- Most interesting country.
- Most important scientist ever.
- Most important historical leader.
- Best cricketer of all time.
- The period of history we'd most like to live in.
- The most successful sports team.
- Our favourite subject we learn at school.
- Our favourite food.



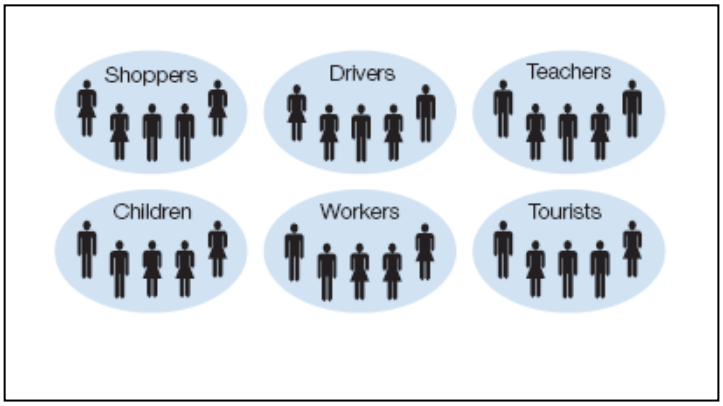
A role play

In this format, groups of pupils take on the roles of different groups of people who are affected by the issue in question and present their views to each other. This format is a great way to get pupils thinking about different points of view, and to involve a large group in coming up with ideas. Format:

1. There must be a proposal for discussion that affects several different groups of people, for example, to ban cars in the town centre.
2. Students are divided into key interest groups. In this case each group might represent shopkeepers, children, tourists, drivers, or parents with small children.
3. With the particular group they have been given in mind they have to decide what they think about the issue in question. They should consider arguments both for and against, but at the end one member of each group makes a short speech describing their views.

4. After the speeches have been made, groups have a chance to ask each other questions. At the end of the questions, each group gets a chance to make another speech putting their position across, and then everyone votes on the issue being discussed.

Example of the format



Suggested topics for a role play

- How much homework should young people have? [children, parents, teachers, employers, people who run sports clubs]
- What should we serve in the school canteen? [pupils, teachers, parents, canteen staff, people who fund the school]
- Should we allow prisoners to vote in elections? [prisoners, victims groups, politicians, parole officers]
- Should we make recycling compulsory? [environmental campaigners, busy families, old people, rubbish collectors, local businesses]

Mock governmental institutions (e.g. Mock parliaments, Model United Nations)

Mock governmental institutions are another rich setting for pupils to apply their debating and public speaking skills. They can also be used to teach students how laws are made and shaped by people and processes and how different forms of government, both democratic and non-democratic work and interact with each other around the world. Rather than holding a debate you set up the room as if it were the government of a particular country and then pick a law, event or perhaps something on the news and ask the students to debate the proposed law etc in character. The Model United Nations format in particular offers a far less directly confrontational format and therefore can develop some of the more advanced public speaking skills.

- There is a great range of sophistication possible in running a mock governmental institution; a mock parliament or senate can largely adapt the simple set-up of a parliamentary debate (with more speakers), or it can extend itself further by having more than two parties.
- Model UN formats can range from a replica of a single unit of the organisation (like the Security Council) to a more extensive setup or simulation.
- Pupils can be allocated to different parties, organisations or countries and may need to negotiate with other teams as well as debating resolutions or laws.
- Many of the topics for parliamentary debates (arming the police, lowering the voting age, reintroducing the death penalty) transfer perfectly to a mock parliament.
- Major international issues of the day (or historical ones if you set your debate at some point in the past) can be debated in these formats. A Model United Nations can be particularly interesting as students may need to view issues from a different country perspective.

Frequently asked questions

I am not an expert—will I be able to teach speech and debate?

- Good debating and public speaking simply require persuasive speaking. The same skills you already use to teach pupils when you speak in class and the same skills you teach to help students to formulate arguments and opinions through writing and speaking, apply to teaching debating and public speaking.
- While some of the more formal styles of debate have rules about what happens when, these are not the focus of learning to debate or learning to speak persuasively. If you do wish to use these styles they shouldn't take too long to understand.
- This guide should give you some simple approaches to try. These do not require any special expertise we will guide you step by step.

Will debating and public speaking work for all my students?

- The rules surrounding a debate give quieter children a chance to be heard and help rowdier or noisy ones understand the need for turn-taking and listening to others.
- For students learning English as a second language, oral work that is not reliant on successful writing can be a very successful learning tool, and a considerable confidence boost. Moreover practice in debate or public speech can help them answer questions more effectively in exams and develop a more sophisticated understanding of the language.
- Debates and public speaking competitions can be seen as a sport or a game and will sometimes appeal on this basis to disengaged learners.

Is debating suitable for all age-groups?

- Although debating and public speaking are often perceived as being an extra-curricular activity for older students (16 to 18) our formats and resources have been successful with pupils as young as 8 years of age.
- Debating and public speaking have also been used in a variety of schools regardless of their general level of academic achievement. Whatever the particular circumstances of the school you teach in; speech and debate have something to offer your students.

Should I bother with the more formal formats?

- Parliamentary debates (as described in Section C of this guide) and formal public speaking contests (as described in Section E of this guide) help define debates as a set activity in the minds of your students, and allow them to focus on developing persuasive skills rather than continually grappling with new formats and contexts.
- Both public speaking and debating formats are very flexible and allow you to have more or less students in teams without making it hard for students to adapt.
- The short-preparation style of Parliamentary debate (see Section C) also makes it easy to fit debates into a normal lesson, particularly if students are asked to prepare arguments before the lesson as part of homework.
- Both formats contain elements that force participants to use some of the more difficult speaking and listening skills—for example, structuring their speeches to fit in set time limits, or responding to other people's arguments or questions.
- The formal rules of both formats are designed to make it easier for everyone by having a common set of guidelines, but they are not set in stone, and you should feel free to use them in whatever way is most helpful for you and your pupils.
- Either format provides a great way to explore controversies in any area, whether it is science, politics, school policy or any other type of disagreement.

I have a large number of students in my class can this work for me?

- Yes. Many of the speech and debate activities in this guide can be used with a large class and there are suggestions throughout for different games you can use for larger classes.
- There are extensive suggestions (contained in Section G) as to how you can adapt each format to include roles for students' adjudicators, reporters and questioners.

How can I provide evidence of my speech and debate activities to the rest of the school and to school inspectors?

Here are some suggestions:

- Keep copies of student's note sheets.
- Follow up with written work (including reports by participants) – one very good activity is to get the students in the audience to listen to the debate or public speech and write their own summary it.
- Organise an assembly or other display.
- Keep a record of your assessment notes
- Try videoing or sound recording activities.

What makes a speaker persuasive? (Photocopy Symbol)

This page is designed to give an overview of the general skills that debating and public speaking require and help to develop in people. Each of these criteria will be explained in more detail in the later sections. Different formats emphasise different areas and this will be explained in subsequent sections. For now be assured that whichever format you focus on (you can of course do both) these are the sorts of skills your students will develop over time.

Reasoning & Evidence

A persuasive speaker:

- Justifies their point of view by giving the audience several reasons;
- Presents their reasons simply and clearly in a way the people listening can easily understand;
- Backs up their reasons with evidence of different types, including facts or statistics, examples or images, and comparisons or analogies;
- Explains how their evidence supports her reasons;
- Shows how their reasons are relevant and how they link back to their point of view.

Organisation & Prioritisation

A persuasive speaker:

- Chooses the most important reasons to support their viewpoint;
- Gives priority to the most important reasons, and spends less time on less important ones;
- Can quickly and simply summarise the main reasons to support their view as part of an introduction and a conclusion;
- Presents their reasons in a clear, well structured order, with similar reasons grouped together;
- Is memorable and easy to follow because they explains the structure of his speech to the audience.

Listening & Response

A persuasive speaker:

- Listens carefully to other people's points of view;
- Can ask challenging questions;
- Responds to opposing points of view by showing why they disagree and pointing out weaknesses in the arguments made;
- Works with people who share their point of view, by supporting what they have said;
- Can identify the main disagreements between different speakers and explain who the people listening should agree with.

Expression & Delivery

A persuasive speaker:

- Is confident in what they have to say, and does not just read from their notes;
- Speaks clearly, slowly and loudly enough, but looks natural and relaxed;
- Is interesting to listen to because they vary the tone and volume of their voice and uses pauses;
- Uses her whole body to support her reasons through gestures and the expression on her face;
- Chooses their words and the structure of their sentences carefully, using rhetoric and powerful vocabulary to support their view.

Section B - Exercises to get pupils speaking

About this section

- Two minute warm-up ideas to get pupils speaking
- Advice for pupils on giving a speech for the first time
- Games and exercises to build the skills necessary for persuasive speaking
- Advice on how to structure an argument effectively and how to respond to arguments you disagree with

"Being able to speak clearly and confidently is just as being able to write clearly and confidently"

Warm-up ideas

Depending on how confident your pupils are when speaking, you can spend more or less time on these exercises. For those with more experience with speech and debate you might wish to use these exercises briefly to get them talking before moving onto formal speaking and debating activities. For those just starting out these can help develop a range of basic and intermediate speech and debate skills.

Count in a circle

Stand in a circle with your eyes shut and count round, with each person saying one number as fast as they can—you could ask the pupils to progressively change the sound of their voices as they go, from sad to happy, for example, or calm to angry.

Conducting

Everyone makes a sound like ''eeee'' or ''oooo''. One person is the conductor and raises their hands to tell the group to get louder, or lowers their hands to tell the group to get softer.

Charades

Give a title of a familiar book or film to a pupil and ask them to communicate it to the rest of the group without speaking, just by using gesture and mime.

If I ruled the world

Ask each member of the group to propose a policy they would introduce if they were President/Prime Minister/ or Monarch. As a variant, ask pupils to make their presentation as a particular character or famous figure. You can make this harder for older students by making them not only say *what* they would do but also *why* they would do it – then the next person has to say why they would not do what the last person did; then they must say what they would do and why.

Tongue Twisters

Choose a tongue twister (a phrase which is difficult to say rapidly as it involves the close succession of near identical but slightly different sounds) for instance 'Red lorry, yellow lorry'. Then ask each member of the group to repeat it. Afterwards ask all to say it together. Move on to longer sentences: 'Peter Piper picked a peck of pickled peppers.' or, 'I want a proper cup of coffee in a proper copper coffee cup.'

Same sentence, different meaning

Give the group a seemingly boring sentence (for example, ''There are many red apples in the shop.'') and ask each of them to say it in a way that changes its meaning, just using emphasis and emotion.
The example below demonstrates how different emphases might convey slightly different meanings:

- There **are** many red apples in the shop.
- There are many **red** apples in the shop.
- There are **many** red apples in the shop.
- There are many red apples in **the** shop.
- There are many red apples **in** the shop.

Um Er

Give a pupil a topic and ask her to speak on it for one minute without using the words 'um' or 'er'. Each instance of one of the two words (or any like them) gets her one point. Go round the group. The winner is the pupil with fewest points.

Questions
Two people conduct a conversation, but are only allowed to ask questions. The first person to accidentally make a statement instead of asking a question is replaced by a new volunteer.

Categories
Choose a category (e.g. film stars, types of pet) and go round in a circle, each pupil naming a member of the category. A pupil is out if he can't think of one, and the game ends when no-one can think of any more.

Word Association
Start with a word (e.g. red) and go round in a circle, each member thinking of a connected word. A sequence might go red, rose, flowers, garden, park, bench, and so on. You can add some competition to this one by giving a time limit of 2-3 seconds and if someone does not say something (or says something which has no link) then they are 'out' and the next person starts on a new word.

'Yes' and 'No'
You ask a pupil questions (have a short list ready in advance). The pupil has to answer, but is not allowed to use the words 'Yes' or 'No'. Time how long they can go on for. Who can last the longest?

Staring
Everyone chooses a partner and then maintains eye contact for as long as possible. The loser is the first person to blink or look away.

The sun shines on
One person stands in the centre of a circle of people sitting on chairs and says, ''The sun shines on everyone who [for example] likes pizza.'' Everyone who does has to get up and find a new seat, leaving someone new in the middle.

Who Am I?
One student thinks of a famous person and others ask them questions that must be answered either yes or no (e.g. ''Are you a sportsman?'') until they guess the person. You could limit the students to 10 or 20 questions in order to help them develop of asking only the minimum number of questions to guess. This should help their reasoning skills.

Exercises to get students talking

Some sections of this book will give you a range of activities to choose between using the categories of basic, intermediate and advanced. We suggest that you use your own judgement based upon each individual activity; your students' ages; their proficiency in English and their previous experience. There is of course no need to use every activity or to only teach from one category, feel free to dip in and out of the material as you feel is appropriate. The activities in this section are designed to help pupils develop general speech and debate skills. More specific activities and guidance about how to develop specific skills in public speaking and debating will follow this section.

'Introductions' (basic)

- Tell participants they are going to introduce themselves to the group and share one fact about themselves. - Arrange the participants in an order and give an example to start them off. - Ask each participant to repeat the previous two participants' contributions and add their own. *Or try:* - *Asking the participants to introduce themselves as a fictional character or celebrity.* - *Asking the participants to share a particular type of fact (e.g. favourite food, biggest fear).*	How long will it take? 5 minutes per 15 participants How many people can participate? Any number What equipment is needed? None

One-word novelist (intermediate)

- Tell participants they are going to tell a story that starts, "Once upon a time…" - Arrange the participants in order (e.g. in a circle or moving from back to the front of a classroom). - Ask each participant to add one word to the story as it develops. - *Example; "Once upon time...I...went...into...the...cave...at...the...bottom...of...the...pumpkin...patch* *Or try:* - *Asking each participant to provide a sentence instead of a word.* - *Offering a small reward for the first person to introduce a particular word (e.g. pumpkin, embarrassed).*	How long will it take? 5 minutes How many people can participate? Any number What equipment is needed? None

Just a Minute (advanced)

- Like the famous BBC radio panel game; pupils have to speak for one minute on a topic that is given to them, without hesitation, deviation or repetition (except for 'small' words such as 'and' 'the' 'I' and the title they have been given). - Other members of the group can challenge the person speaking if they think they've broken the rules; if the interruption is upheld, the challenger takes over for the remainder of the time. - The person speaking at the end of the minute is the winner. *Try:* - *Awarding points for a successful interruption but deducting them for an incorrect challenge.*	**How long will it take?** 10-15 minutes per 10 participants **How many people can participate?** Any number **What equipment is needed?** None

Synonyms (basic)

- Divide the group into smaller groups and give each an adjective that is often used in persuasive speech (e.g. dangerous, expensive, important, unhealthy, unfair, necessary, popular, immoral, or fun). - Ask the groups to come up with as many words and phrases as possible that mean the same as their word (e.g. for dangerous: risky, a menace, hazardous, reckless, unsafe). - Now ask the groups to place the words on a line starting with the one that sounds most extreme (menace) and going to the one that sounds least extreme (risky).	**How long will it take?** 10-15 minutes **How many people can participate?** Any number **What equipment is needed?** A thesaurus (optional)

Make it sound good, make it sound bad (intermediate)

- Divide the group into pairs and give each pair a neutral statement (e.g. "Mumbai is the largest city in India," "You can buy a newspaper at a newsagent," "Birds can fly," or, "The sky is blue"). - Ask one of the pair to present the statement to the group so it sounds good (e.g. "Mumbai is our most thriving and developed city.") - Ask the other to present it so it sounds bad (e.g. "Mumbai has more heaving crowds than any other city in India"). *Or try:* - *Making future actions sound like a threat or sound like a promise.*	**How long will it take?** 5 minutes to set up, and another 5 minutes per 10 participants **How many people can participate?** Any number **What equipment is needed?** A neutral statement for each pair of participants (you may want to think of these in advance)

In the style of a... (advanced)

- Give participants a short text describing some events (e.g. a basic news story).
- First, ask them to read out the text in the style of a particular character without changing any of the words (e.g. the Prime minister, a rapper, a Bollywood star, a children's TV presenter, a policeman, a cowboy, a teacher, a human rights activist).
- Now ask them to give a version of the speech that keeps the meaning the same but changes the words to the ones their character would choose.

How long will it take?
10 minutes per 5 participants

How many people can participate?
Any number

What equipment is needed?
Short texts to use as examples

Exercises to help pupils control their speaking styles

Ma-ma-moo (basic)

- Tell participants they are going to have to perform a task standing up only using the phrase, "ma-ma-moo" (repeated). - Choose a speaker and give them a task: ask a question, tell someone off, tell a joke, give someone bad news, give someone directions, apologise, or sell something. - Ask the rest of the group to guess what the task was (provide a list of options) and discuss why. *Or try:* - *A version where participants say nothing.*	How long will it take? 5 minutes per 10 participants How many people can participate? Any number (may get repetitive with more than 15) What equipment is needed? None

Counting (intermediate)

- Ask the class to count from 1 to 300, saying 10 numbers each. - As they are counting, write speaking styles on the board that you would like them to count in, erasing the old style each time before adding a new one: annoyed, bored, funny, nervous, sad, calm, frustrated, furious, like a person talking to a baby, or like a person talking to someone who keeps ignoring them. - Get the speakers to count in the style of whatever word is on the board at the time. - You could ask students to suggest speaking styles by writing them on strips of paper and then placing all suggestions in a box. Then split the class into two teams and ask each to nominate one team member at a time to 'count' in their style whilst their own team guesses. If they guess incorrectly then the opposing team has a chance to guess.	How long will it take? 5 minutes How many people can participate? Any number What equipment is needed? None

Guess the style (advanced)

- Tell participants they are going to speak about a topic for 30 seconds in a particular style. - Choose a speaker and give them a style (angry, bored, funny, nervous, sad…) and a topic. - Ask the rest of the group to guess what the style was and discuss why. *Or try:* - *Asking the participants to be different types of speaker instead of giving them styles (a politician, a professor, a children's TV presenter, a sports commentator).* - *Giving participant passages to read instead of topics to talk about.*	How long will it take? 10 minutes per 10 participants How many people can participate? Any number What equipment is needed? None

Expression and Delivery (Photocopy Symbol)

Body

- Use your hands to communicate with the audience by making gestures to emphasise things, but be careful to avoid repetitive or distracting movements.
- Don't be afraid to move around during your speech, especially as you are moving from one part of your speech to the next, but don't rock from side to side.
- Stand in a way that makes you feel confident and comfortable, and allows you to see your notes easily.

Voice

- Speak in a way that feels natural for you—you don't need to put on a special voice or accent – and which the audience will be able to understand.
- Don't speak too fast, and try to vary the speed that you speak at and the tone of delivery.
- Make sure you use pauses, especially between different parts of your speech— don't feel that you need to say ''um'', ''er'', ''like'' or ''ladies and gentlemen'' to fill the gap.
- Speak loudly enough so that everyone in the audience can hear, but not too loudly if you are in a small room.
- Vary the way you speak by using different tones. Are you angry? Surprised? Disappointed? Excited? What sort of emotion is most appropriate to the argument you are making?

Words

- Make sure you explain things clearly using words people can understand.
- If you need to use any technical words explain what they mean.
- Choose your words carefully to help support your point of view – is the crowd a, 'rowdy and unruly mob' or a, 'group of university professors?'
- Put your words together into interesting and memorable sentences (this is part of the art of rhetoric, see sections E & J for more advice on this). For example, 'One small step for a man, one giant leap for mankind.' (Neil Armstrong) or, 'Now is the time to lift our nation from the quicksand of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.' (Martin Luther King)

Face and Eyes

- The easiest way to keep audience members interested is to look them in the eye—make sure you are looking at them and not at your notes – although try not to stare for too long at one person.
- Try looking at different sections of the audience at different times.
- Use the expression on your face to match what you are saying—if you are using an angry tone of voice then your face needs to look angry too.
- Don't forget to smile at the audience—try to look like you are enjoying yourself.

Exercises to help pupils construct an argument

Both debating and public speaking require pupils to construct arguments. Proper argument construction is absolutely crucial to debating and in order to be persuasive all arguments will need a combination of explanation, evidence and a clear link to the overall motion they are debating. Public speaking will not always require pupils to adhere as strictly to the requirements of an argument in debating. For instance arguments will not be as explicitly linked to a particular 'side' as the pupils are discussing a topic, not taking a side as in a debate. Furthermore, there may be a variation in the types of evidence which are persuasive in each activity. It is highly unlikely that a personal anecdote is going to be sufficiently persuasive in a debate to convince all members of the audience of your point of view. However, in public speaking a personal anecdote could demonstrate the authority you have on a particular topic, help the audience emotionally engage with your speech and advance an argument. The differences in emphasis will be explained later in more detail. However, these exercises below can be used both for debating and public speaking, especially if students want to learn how to develop clear and strong arguments.

PEEL cards (basic)

- Explain to participants that one way to make the arguments for their point of view sound persuasive is to use the mnemonic PEEL (see the opposite page).
- Hand out cards (which you will find on subsequent pages 34 to 36) mixing up arguments between participants.
- Ask each participant who has a card starting 'We should' to read out the card aloud to the rest of the group.
- Ask who has a matching card, and get them to read out the whole argument in sequence.

Or try:

- *Working in small groups with sets of cards.*

How long will it take?

20 minutes for all 30 cards

How many people can participate?

Any number up to the number of cards (60)

What equipment is needed?

PEEL cards which you will find on subsequent pages 34 to 36

Or Try:

Writing and constructing your own PEEL cards.

Pass the argument (intermediate)

- Ask each participant to write down a statement they believe in at the top of a piece of paper (e.g. 'Football is the best sport' or 'We shouldn't have to work so hard').
- Everyone passes the paper one person to the left, and the next participant writes down one point for the statement (even if they don't agree).
- The paper is passed on again, with the next participants adding Explanation, Evidence and a Link in turn until a sixth participant reads out the whole argument to the group.

How long will it take?

10-20 minutes depending on participant numbers

How many people can participate?

Any number

What equipment is needed?

Paper and pens for each participant

Developing arguments (advanced)

- Make a proposal and ask a participant to say whether or not they agree. They should then give one short reason why (the point element of PEEL), speaking for a maximum of 10 seconds. - Ask another participant to repeat the point and spend time explaining why that point is true, speaking for at least 20 seconds. - Ask a third participant to add some evidence add additional credibility to the argument, expanding the single reason out to fill at least 30 seconds speaking time. *Or try:* - *Shorter or longer time periods—you will be able to tell if the pupils are not being stretched by the earlier rounds.*	**How long will it take?** 10 minutes per 10 participants **How many people can participate?** Any number **What equipment is needed?** Stopwatch

Making your points persuasive (Photocopy Symbol)

Point — Give the audience your point in one short sentence

Explanation — Explain why your point is *true* and why it is *important*

Evidence — Show how evidence (facts, examples or comparisons) supports your explanation

Link — Ensure the point links back to your overall case or point of view

Example

Point	We should increase the amount of sport played in schools because young people do not get enough exercise.
Explanation	Currently little time is devoted to sport in school and children are often concerned with other activities after school. School provides an opportunity for every child to participate in physical activity which is vital for them avoiding the severe health consequences of being obese.
Evidence	Child obesity rates are increasing every year, and our country has one of the highest rates in the region. Regular exercise has been proven to reduce obesity and associated health risks.
Link	In order to have a healthy society we need to increase the amount of sport played in schools.

Further Examples of PEEL

Point	We should ban zoos because they are cruel to animals.
Explanation	Many zoos often keep animals in small cramped conditions; this can result in animals that are frustrated, bored and with significant health problems. Their captivity causes unnecessary suffering and provides little prospect of those animals being released into the wild.
Evidence	In 2008 a UK study showed that 75% of elephants in captivity were overweight and only 16% could walk properly. It also showed that tigers and lions had about 18,000 times less space than in the wild.
Link	We shouldn't allow unnecessary suffering to animals so we should ban zoos.

Point	Re-introducing the death penalty would deter people from committing murder.
Explanation	Knowing that they will face the death penalty for murder many will be convinced not to follow through for fear they will lose their own life.
Evidence	Japan and Singapore both have the death penalty and have the 3rd and 4th lowest murder rates in the world. For every 200,000 people in Japan less than one person is likely to be killed each year.
Link	We should reintroduce the death penalty to deter murderers.

Exercises to help pupils listen, respond and disagree

Rebuttal cards (basic)

- Divide the group into two, and hand argument cards to everyone in one group, and rebuttal cards to everyone in the other group. - Ask each person in turn with an argument card to read out the argument. - As each argument is read out, ask the person who thinks they have an appropriate response (rebuttal) to stand up and read out their card. *Or try:* - *Working in small groups with sets of cards.*	**How long will it take?** 20 minutes for all 30 cards **How many people can participate?** Up to 30 **What equipment is needed?** Rebuttal cards are on pages 37 to 39 of this handbook

Learning Outcomes	
Debating	**Public Speaking**
Responding to arguments through speech	Responding to questions from the floor or arguments in speeches
Finding the most appropriate response to an argument	Dealing with unexpected situations
Practice at listening to the detail of a series of arguments	

I couldn't disagree more (intermediate)

-Tell participants they are going to have to disagree with an obvious statement, and then make a new statement themselves. -Provide a list of statements on the board to start them off (e.g. 'Fruit is good for you', 'The sky is blue' or, 'Holidays are fun'). -Go round in a circle with each participant saying why they disagree with a statement given by the previous participant, explain why they disagree and then giving a new statement of their own (e.g. ''I couldn't disagree more, the sky is normally grey, but I do think holidays are fun''). -Participants can come up with their own statements or use them off the board. *For Public Speaking: pupils could decide whether they were going to disagree or agree with the previous statement. If they disagree they should proceed as above; if they agree, they should provide another reason for why they disagree with the statement.*	**How long will it take?** 5 minutes per 15 participants **How many people can participate?** Any number **What equipment is needed?** None

Learning Outcomes	
Debating	**Public Speaking**
Responding to arguments through speech	Responding to questions from the floor or arguments in speeches
Generating responses to arguments	Dealing with unexpected situations
Basic argument generation	Deciding whether to agree or disagree a new point of view

Quick fire responses (advanced)

- Write between five and ten proposals on the board (you could use the suggestions from the motions list in Section C 47-49).
- Ask the first participant to pick a proposal and make an argument in favour of it.
- Ask someone else to respond to the argument that has just been made and then pick a different proposal and make an argument for that – they could use the sheet opposite to help with ideas on how to respond.

How long will it take?
10 minutes per 10 participants

How many people can participate?
Any number

What equipment is needed?
'Ways to respond' sheet on next page (optional)

Learning Outcomes

Debating	**Public Speaking**
Responding to arguments through speech	Responding to questions from the floor or arguments in speeches
Quick generation of responses to arguments	Dealing with unexpected situations
Quick response to arguments	Quick responses to questions

Ways to respond to arguments you disagree with (Photocopy Symbol)

Show that there is not good evidence for the reason:

There is no evidence	We disagree because you haven't actually given any evidence that using a mobile phone is dangerous.
The evidence is not reliable	We disagree because one person's story about how they became ill does not prove phones are dangerous.
There is other evidence	We disagree because some studies actually show phones make people safer because people can call for help when in trouble.

Show that the reason is not a good reason to support their view:

The reason is not important	Of course phones do sometimes annoy people, but that is not an important enough reason to ban them.
The reason is not relevant	It's true that phones do sometimes have cameras, but that is not relevant to banning them.
The reason is not logical	It is unfair some people can't buy phones, but that's not a logical reason to ban them since that's true of so many other things too.

Show that there are other issues to consider:

There is another solution	You say that phones are annoying in lessons, but instead of banning them, an alternative would be to turn them off during lessons.
The problem is unavoidable	You can't stop people wasting money on gadgets: if you ban phones, people will just spend money on other electronic products.
This is unfair or immoral	People should be free to purchase phones if they want to, even if they are dangerous. It's their right to choose to take that risk.

Explanation of activity sheets for Argumentation and Rebuttal

Understanding argumentation (P,E,E,L) activities

These exercises are primarily directed at enabling students to make cogent arguments. This is a skill which is vital to debating and should help your students make more compelling arguments. However, public speakers will also need to be able to do this so it should also be useful to those who are developing their public speaking skills.

Each sheet is divided into two sets of five boxes; each column represents an argument that might be made. The first row indicates the motion; the second the 'Point'; the third the 'Explanation'; the fourth the 'Evidence' and the fifth 'The Link'.

Exercise 1

- Preparation: you'll need to photocopy the exercise sheets on pages 34 to 36 then cut the sheets along the lines to form 10 individual cards per sheet. You'll probably need at least one sheet per two students.
- Each student then needs to assemble the cards to create a fully formed PEEL argument. You could think about asking the students to compete to complete their argument faster than their partner.

Exercise 2

- If you don't want to go to the hassle of photocopying this number of sheets you could use one of them as an example on the board and ask the students to select which of the elements are which.
- You might then set them a task to do one of two things. Either:
    - Explain a new argument related to the argument that you use an example and attempt to PEEL that argument.
    - Come up with alternate explanations and evidence for the examples that you compose on the board.

Exercise 3

- Preparation: print out enough sheets so that each student can have one card (containing either a motion, point, explanation, evidence or link) each.
- Each student is given one card which may contain the motion, point, explanation, evidence and the link. So if you have a class of approximately thirty there should be 6 different arguments corresponding to three similar motions.
- The students have to cooperate to form their arguments as a team by finding the other component parts of their argument and ordering it appropriately.
- Alternately you could incorporate an element of competition into the activity by rewarding the five members of the class who come together to form a correct argument first.

Understanding Rebuttal activities (pages 37-39)

Once again, these exercises are primarily aimed at developing the skill of rebuttal which is essential to debating but emphasised less in public speaking. These exercises could however still be used to teach students how to respond to questions by disagreeing with those questions or arguments. You could also

ask students to respond to the arguments made by either agreeing or disagreeing but emphasising the need for your pupils to justify why they agree or disagree with the argument given.

Each sheet is divided into 10 boxes paired in rows. The box on the left represents an argument, the box on the right a piece of rebuttal which responds to that argument.

Exercise 1

- Preparation: print out all three pages, cut into cards (this should generate 30 cards). You should also retain the handbook to ensure that you have a record of which arguments fit with each piece of rebuttal.
- Divide the class in half and distribute the argument cards to one side and the rebuttal cards to the other side. Starting with the argument side one student has to read out their argument and it is the job of other team to work out whose rebuttal card best responds to the argument given. You could then get the students to swap cards and sides and start again.
- You can insert an element of competition by awarding team 3 points for a correctly matched piece of rebuttal on the first attempt; 2 if they take 2 attempts and 0 if they take 3 or more attempts.

Exercise 2

- Preparation: as above.
- Divide the class into pairs and give each pair one argument. The pair then has to come up with the most effective piece of rebuttal they can for each argument. You could suggest they use the 'Ways to respond to points you disagree with' sheet (on page 31) and try and think which of the options open to them most effectively rebuts the point given.
- Please note the rebuttal card corresponding to the argument card does not provide the 'best' piece of rebuttal to the argument in all cases. Use your judgement to adjudicate which responses work most effectively.
- Alternative: you could divide the students into slightly larger groups and get them to cooperate with coming up with the best piece of rebuttal for an argument. You could then award teams points based on the quality of rebuttal that they have chosen.

We should ban fast food	We should not ban fast food
Fast food is unhealthy...	People should be allowed to choose what to eat.
Fast food contains large quantities of fat and sugar; those subsisting on this food alone are more likely to develop heart disease and other health problems.	Even if there are negative health impacts we should allow people to eat what they want to. It's their body and they should choose to do what they want with it.
A large burger can contain more than half your recommended daily allowance of fat.	In no other situation do we regulate what people eat – indeed doing so would be to treat them like children.
We should prevent people from eating fast food in order to prevent the health consequences of eating it.	People should be free to choose what to do with their own bodies so we should not ban fast food.

We should legalise euthanasia for the terminally ill.	We should not legalise euthanasia for the terminally ill.
People who are suffering should be able to end their pain.	Patients may be influenced by their relatives to end their lives.
People suffering from MS or painful and severe disorders often live in agony. If they would rather not live than carry on suffering why should they be forced to stay alive?	Patients may feel or be encouraged to feel that they are a burden upon their families and as a result end their lives. We shouldn't provide an option which risks vulnerable people being exploited.
Veterinarians often decide to put animals out of their misery; why should human beings not be afforded the way out we give to animals in pain when they want to die?	Medical care for the ill can often be incredibly expensive, with terminal conditions often requiring the most complex treatment. Some families might be unable to bear this burden any longer.
We should force people to suffer against their will and should allow patients to end their lives when they want to.	We should not risk people ending their lives for financial reasons and as a result of pressure from relatives.

We should abolish trial by jury	We should not abolish trial by jury
Juries lack the training and understanding of experienced judges.	Criminal proceedings should be understandable to ordinary people.
Juries are often prone to emotional judgements and find it difficult to understand complex arguments. Replacing them with judges would put a crucially important decision in the hands of experts rather than amateurs.	Without juries there would be little incentive for lawyers to explain their arguments simply and clearly. This risks the defendant not understanding a proceeding which could cost years in prison.
Juries have a well established record of acquitting defendants they know to be guilty in order to protect them from harsh punishments.	In systems where juries do not preside (often in cases of complex fraud) cases are impossible to follow with defendants rarely understanding proceedings.
Abolishing juries would ensure that our criminal justice system was more accurate.	Abolishing trial by jury would make our legal system more complex and opaque.

We should wear school uniform because it looks smart and neat. Argument card	That's not true because some people make their uniform look messy – e.g. by not tucking their shirt in. Rebuttal card
Given that lots of adults have to wear a uniform, it is good practice to start wearing it at school. Argument card	That's not logical – there are lots of things adults do that we don't do in school (like driving) Rebuttal card
Some people get teased about their clothes, so it is better if everyone wear's uniform. Argument card	People will always make fun out of each other, even if you have school uniform – it's unavoidable. Rebuttal card
Because it means you don't have to think about what to wear each day, school uniform is a good idea. Argument card	It's not true that deciding what to wear is a bad thing – it's a way of expressing yourself. Rebuttal card
Uniform makes it easy for teachers to spot us when we are on school trips. Argument card	As an alternative to school uniform, everyone could just wear a big badge to identify their school. Rebuttal card

We shouldn't test on animals because it causes them pain and suffering. Argument card	There is little evidence to suggest that some animals like mice feel pain in the same way that we do. Rebuttal card
We shouldn't test on animals because their reactions are a poor representation of our reactions to particular drugs. Argument card	That's not the case – rabbit skin is very similar to our own and can be used to test for severe allergic reactions. Rebuttal card
We shouldn't test on animals because a treatment that works on animals might not work on humans. Argument card	That is the case in a small number of situations but in the vast majority they do transfer successfully. Rebuttal card
We shouldn't test because there are alternatives like testing on university students. Argument card	That's deeply immoral – students might be forced into doing it for financial reasons and we should protect them first and animals later. Rebuttal card
Primates bear a striking resemblance to human beings in their appearance and intellect so we shouldn't test on them. Argument card	That's an argument to not test on primates (which many countries agree with) not an argument to ban testing on all animals. Rebuttal card

We should torture terrorist suspects because they'll tell us where and when they plan to attack. Argument card	They may do, but they may also tell us the wrong location wasting valuable resources which the security services could use elsewhere. Rebuttal card
We should torture terrorist suspects because it will deter others from being involved with terrorism. Argument card	People committed to causing atrocities already face the prospect of death when committing the act – why would this alter their mindset? Rebuttal card
Our current methods aren't working at the moment so we should try this method. Argument card	That's not an argument for this method – it's an argument for any 'new' method. Terrorism is a problem we can't avoid we need to accept that sometimes they'll be successful. Rebuttal card
If we legalise torture we'll be able to regulate it and make it much safer – at present security officers might take the law into their own hands when under pressure. Argument card	Instead of endorsing torture we should ensure that no security officer can take the law into their own hands. Rebuttal card
Torturing suspects would ensure they told the truth. Argument card	That argument isn't sufficiently explained; moreover people will say anything to avoid being continually tortured. Rebuttal card

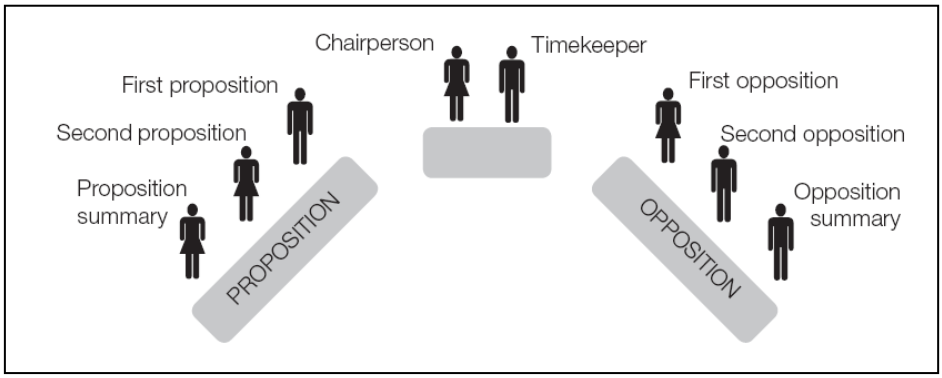
Section C - Parliamentary Debating

About this section

- Details of a specific format you can use to run debates
- Guidance on how to prepare for participating in a debate
- Sheets to help support the process of preparing for and participating in a debate
- Over eighty ideas for debating topics

"Debating is at the heart of lawmaking"

What happens in a debate? – The basics



1. The Start

At the start, the chairperson welcomes the audience, introduces the motion to be debated and the people who are speaking, and asks the first proposition speaker to start the debate.

2. The Main Speeches

- Each of the main speakers is introduced by the chairperson in turn, starting with the first proposition speaker, who is followed by the first opposition, then second proposition and then second opposition.
- Each of the speakers gives reasons to support their side of the debate, and tries to respond to the reasons the other side have given.
- The speakers can all ask questions or make short interruptions during the other side's speeches by standing up and saying, ''On a point of information.'' then waiting to see whether the main speaker will allow them to interrupt.
- Speakers are not allowed to make points of information in the first or last parts of the speech (depending on the format this can either be the first or last thirty seconds or the first or last minute). This is protected time.
- During the speeches, the timekeeper times the speakers to make sure they keep to the time limits and gives signals to show when points of information may be offered.

3. The Floor Debate

- After the main speeches, the audience get a chance to say what they think about the issues. They might ask questions or add new arguments or a different point of view.
- The chairperson chooses people to speak, you may wish to alternate between asking for questions to the proposition team then questions to the opposition teams.
- The speakers do not answer the points straight away, but the summary speakers take notes on what is said so they can respond in their speeches.

4. The Summary Speeches

- After the floor debate, the chairperson introduces the two summary speakers, starting with the opposition summary and finishing with the proposition summary (note that the proposition team always have the last word).
- The summary speakers answer any questions from the audience, and remind the audience of the main areas of disagreement in the debate and why the audience should agree with them.
- There are no points of information allowed during summary speeches.

5. The Vote

- At the end, the chairperson asks the audience to vote on whether they agree with the motion or not.

What happens in a debate? – In depth

More about the chairperson

The chairperson is in charge of the debate—it is the chairperson's job to welcome the audience and then introduce each speaker's speech. The chairperson runs the floor debate, choosing who speaks when, and runs the vote at the end of the debate.

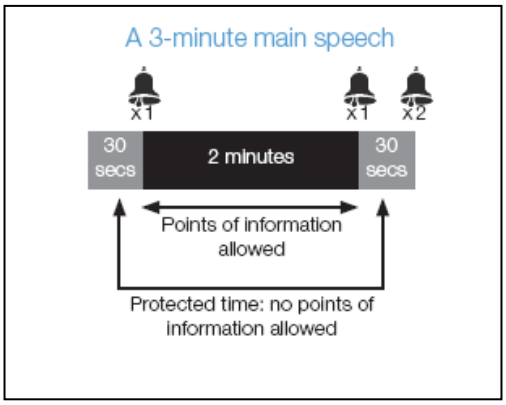
It is also the chairperson's job to enforce the rules of the debate by making sure people speak in the right order and do not make points of information at the wrong times.

There is a photocopiable resource sheet on page 53 which is designed to help the chairperson.

More about the timekeeper

The timekeeper does not speak during the debate – it's a good role for someone not ready to make a speech yet. The timekeeper gives signals at the start and end of unprotected time to show points of information may be offered, and then a double signal after the full allotted time to tell the speaker their time is up.

Signals can be given with a bell or gavel, or by knocking the table or clapping but they must be loud so speakers can hear. If the speaker does not stop speaking within 25 seconds the timekeeper should signal repeatedly and the chairperson ask the speaker to conclude.



Although no points of information may be offered during summary speeches, exactly the same time signals are still given to help the speaker structure their speech, and keep track of their time. If you vary the length of speeches, you might also vary the amount of protected time at the start and end. For example, in a five minute speech it is normal to have a minute protected at each end; if you were only using 3 minute speeches you may only wish to have 30 seconds of protected time.

More about the main speeches

The speakers will be presenting the arguments they have prepared, but must also think on their feet by offering points of information and responding to the other side's speeches and points of information. There are photocopiable resource sheets on pages 53 to 60 to help the main speakers make effective speeches, which include an introduction, a series of reasons to support their view, and a conclusion. (There are more extensive notes in Section I later in this guide but this should give you an idea of each speaker's role).

First Proposition Speaker

The first proposition speaker should explain what the debate will be about – this is known as defining the motion. Put simply, this should be a short explanation of what the proposition stands for or would like to do – by the end of the definition everyone in the room should have a clear idea about what the debate will be about. For example, in a debate on removing a monarchy the proposition might say they want to replace the King/ Queen with an elected president when he/she dies. In a debate about banning violent video games the proposition would need to tell the audience what counted as violent.

The first proposition speaker should signpost the points that their side will be making (in both their own and their partner's speech). To signpost means to indicate the major points that will be covered during the speeches. They should deliver the strongest arguments their side has, ensuring that their individual arguments do not rely upon material from speeches yet to come.

First Opposition Speaker

The first opposition speaker should make clear what the opposition stands for. If the motion is a policy debate the opposition has a number of choices. They could agree that there is a problem now but disagree about the solution being proposed – they could argue that it wouldn't work or that it would lead to far greater harms. They could instead argue that there is no problem now or that the problem is not a problem at all. Finally they could (although this should be advised against – as it will provide them with a double burden, of demonstrating why the proposition's policy shouldn't be implemented and of why their alternative policy should be) suggest an alternate solution. Whichever they decide they must ensure that it is clear what their line or position is.

They should rebut the most substantial and important arguments made by the first proposition speaker. They should also set out the points their side will be making (in both their own and their partner's speech) and then they should deliver the strongest arguments their side has, ensuring that their own individual arguments do not rely upon material from speeches yet to come.

Second Proposition Speaker

The second proposition speaker has three main jobs (although there is no definitive order in which they must do them). Firstly they need to respond to the opposition; this response comes in two forms. The opposition will have rebutted arguments the proposition made; the second proposition speaker should attempt (where appropriate) to reinforce, rebuild or support arguments that have come under attack from the first opposition speaker. Secondly, the first opposition team will have made their own arguments which the second proposition speaker should attempt to rebut. Thirdly the second proposition speaker should deliver their own arguments. These arguments should be in some way new – this can mean either that the arguments are totally new points that have previously not been featured in the debate; or a greater explanation and evidence of existing points in order to strengthen previous material which is seen as crucial to the debate.

Second Opposition Speaker

The role of the second opposition speaker is very similar to that of the second proposition speaker. They should also reinforce arguments made by the first opposition speaker which have come under attack; rebut arguments made by the second proposition speaker (or indeed any that have yet to be responded to made by the first proposition speaker); and deliver new arguments or deeper explanation of existing arguments.

Summary speeches

Summary speeches can't be written before the debate— they are a summary of what actually happened during the debate. The aim of a summary speech is to review the major issues of the debate and leave a lasting impression in the audience's mind that is favourable to the speaker's side of the debate. A summary speaker has been compared to a biased news reporter, going over all of the most important arguments that have already occurred but implying that your side won them all.

A basic summary speech must remind the audience of the team's reasons, provide lots of rebuttal of the other side, and respond to any important arguments from the floor debate. An intermediate or advanced summary speech would provide a thematic overview of the debate, identifying the core areas of disagreement between the teams and grouping similar issues together for discussion. This kind of summary speech is an opportunity to integrate the various strands of argument from the debate into a coherent whole answering the question, "What were the main areas of disagreement between the teams and why was our side more convincing?"

More about the floor debate

Speeches in the floor debate do not have to be for one particular side—they can simply be remarks or issues for both sides to address. It is generally better to call them floor speeches rather than questions from the floor as the contributions do not have to be questions (and members of the audience should be encouraged to think about making speeches as preparation for participating in the debate as one of the main speakers). Allocating people in advance to make floor speeches can help to ensure there are contributions. Each member of the audience is normally only allowed to make one speech—this encourages participants to structure their thoughts.

Key elements that should be present in all speeches

Teamwork

As well as referring to points made by the other side, speakers should work with the speakers on their own side. This means:

- The first speaker giving the outline of what the second speaker will say;
- The second speaker reminding the audience of the arguments given by the first speaker;
- All speakers defending each other's arguments from rebuttal by the other side;
- The summary speaker reminding the audience of all the main arguments delivered by the team; speakers not contradicting each other, or criticising each other;
- The whole team sharing a basic viewpoint, and perhaps using common vocabulary or images to describe the issue.

Rebuttal

A debate is not just a series of speeches. Each speaker is expected to respond to what previous speakers have said. In particular each speaker (apart from the first proposition speaker) needs to address the arguments given by the other side. This is normally called rebuttal. As the debate moves on, the amount of rebuttal done by each speaker should increase, as they have heard more arguments to respond to. Rebuttal should aim to make the other side's arguments look unconvincing. There are some more ideas in section I on how to do this.

There are different ways to deliver rebuttal. One way is to have a section at the start of a speech where you go through the arguments given by the previous speaker and show why each argument is wrong or unimportant. Another is to interweave the rebuttal with delivery of your own material. This second approach might be needed where the arguments given by the other side match up very closely with the positive material being given in the speech. For example, in a debate about banning animal testing the proposition might make the argument that it is unnecessary. If the opposition had an argument that the alternatives do not work then it would make sense to deal with the two points together rather than first rebutting the proposition's argument and then later delivering the same material as part of the opposition.

Persuasion

Speakers should also aim to deploy the skills of persuasion that they already have or that they have developed with the speaking, arguing and responding exercises in earlier parts of the book. They should be aiming to fulfil the four criteria of: 'Reasoning and Evidence, Organisation and Prioritisation, Listening and Response and Expression and Delivery'.

Varying the format for your pupils

This format is not set in stone and lots of different ways exist to have a parliamentary debate (see pages 145 to 147 for other common formats). You might want to vary the format if that works better for your pupils. For example, you could have longer or shorter speeches or have more speakers on each side. You can also use this format without points of information.

Advice for Summary Speakers

Do ...	Don't...
✓ Sum up the major areas of difference between the sides. ✓ Look at the debate as a whole; you can amalgamate two or three points into one if they are similar (e.g. economic points or points about practicality). ✓ Refer to some of the points from the floor debate, if they support your side, or if they were particularly damaging to your case. ✓ Make sure your summary is well structured; it can be tempting just to zigzag between points.	✗ Don't focus on trivial points or areas where you agreed. ✗ Don't just go through the debate in chronological order listing all the arguments that came up. This won't display areas of difference and is boring. ✗ Don't introduce totally new material; you are allowed to use new examples to rebut the other side's arguments, but not lines of argument. Your job is to review the debate that happened, not start a new one.

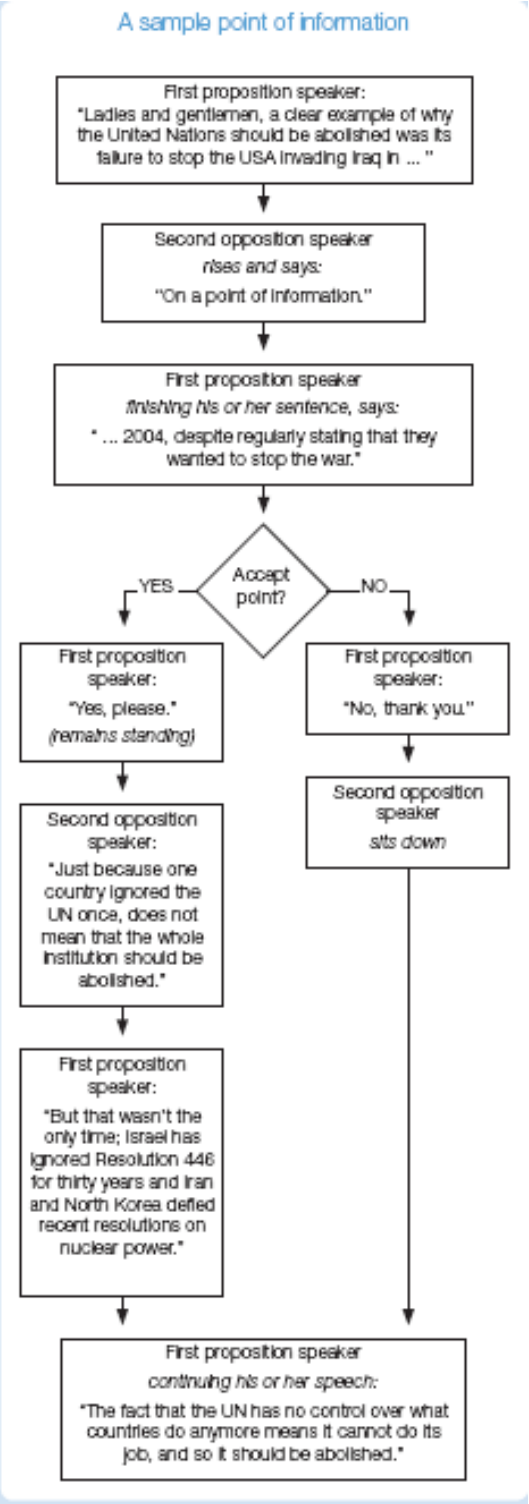
Points of information

Points of information (along with rebuttal) are central to a debate being interactive and provide a great opportunity for speakers to engage with each other's arguments. Points of information are allowed during the middle part of main speeches (between the time keeper's signals), but not during summaries. (Summary speakers are not supposed to bring in new arguments, so there should not be a need to offer them points of information anyway). During the time between the signals (also called unprotected time) any member of the *other* team (including the summary speaker) can offer an interruption. To do this, they stand and indicate that they want to make a point by saying: 'on a point of information'

The person who is giving their speech retains control at all times and can either *accept* the interruption by saying, "Accepted", "Go ahead" or, "Yes, please", or *decline* by saying, "Declined", "No thank you" or by indicating with their hand. The speaker can also:
- Keep the person offering the point of information standing until they have finished their sentence;
- Ask them (politely) to sit down if their question lasts longer than fifteen seconds.

If accepted, the person offering the point can bring up a fact, or a contradiction in what is being said, which disproves the argument being made by the speaker; or can ask a short question (for instance to ask for clarification).

Points of information are a key part of debate so speakers should offer at least one in each main speech, and take at least one in every speech they give. Speakers shouldn't offer too many—barracking (giving so many points that it puts off the person speaking) is rude. Speakers also shouldn't take too many or they won't have time to make their own points and will look as if they have lost control.
Remember:
-Points of information can only be offered in main speeches, and only in unprotected time;
-Points of information can only be offered by speakers on the other team;
-The best points of information are short;
-The person speaking always retains the right to accept or refuse the interruption as they wish.



Find out more about Points of Information on page 134-135.

Suggested Motions

Motions about school and education

- This House would prefer [not] to wear school uniform
- This House would ban mobile phones in school
- This House would rather go to a single-sex [mixed] school
- This House would make physical education optional in school
- This House would abolish homework
- This House believes university should be free
- This House would rather be home schooled
- This House would set aside university places for people from disadvantaged backgrounds
- This House believes it is important to learn other languages
- This House would only allow healthy lunches at school
- This House believes every pupil should have a laptop to use in school
- This House would make particular subjects optional
- This House would ban the teaching of creationism in schools
- This House would allow students to vote out their teachers

Motions about government

- This House would make voting compulsory
- This House would abolish trial by jury (or This House would adopt trial by jury)
- This House believes that criminal trials should be broadcast on radio or television
- This House supports the use of torture for terrorist suspects
- This House would strip all elected officials of immunity from prosecution
- This House would allow those sentenced to life imprisonment to choose the death penalty
- This House would implement quotas for women in parliament
- This House would abolish parties based on religion or ethnicity
- This House would impose term limits on heads of state
- This House would ban extremist political parties
- This House would allow residents to vote out anti-social neighbours
- This House would abolish income tax

Motions about young people

- This House would let children see any film as long as they were accompanied by an adult
- This House would ban TV advertising that targets children
- This House would introduce compulsory national service for 18 year olds (or This House would abolish compulsory national service for 18 year olds)
- This House would not allow young people to leave school until they reach the age of 18
- This House believes 16 year olds should be allowed to be members of parliament
- This House supports curfews on teenagers
- This House would ban unhealthy food targeted at young people
- This House would allow all those over 12 to vote
- This House would require those having children to successfully apply for a parenting licence

Motions about sport

- This House would let women play on professional football teams
- This House would place a salary cap on professional sports players
- This House would legalise performance-enhancing drugs in sport
- This House would ban boxing
- This House believes you should support your local team not a famous team
- This House would punish sports teams for the behaviour of their fans
- This House believes sport has become too commercial
- This House would mandate 50:50 broadcast coverage of male and female sport on TV and radio

- This House would prioritise the funding of local community sport projects over Olympic teams
- This House would introduce goal line technology into the Fifa World Cup competition

Motions about animals and the environment

- This House would ban zoos
- This House believes people shouldn't keep pets
- This House would be vegetarian
- This House would make recycling compulsory
- This House stop building motorways
- This House would ban cars in all city centres
- This House is against all animal testing
- This House would end the ban on commercial whaling

Motions about culture and society

- This House believes celebrities make bad role models
- This House believes museums should be free
- This House would impose harsher punishments on celebrity criminals
- This House believes Eminem is as good as opera
- This House believes rap music does more harm than good
- This House would ban violent video games
- This House believes television is bad for you
- This House believes films and magazines should be forced to feature more normal looking people
- This House believes that there should be one national language
- This House believes that cultural treasures should be returned to their country of origin

Motions about the world

- This House would always buy Fair Trade goods
- This House believes the United Nations has been a failure
- This House believes globalisation is doing more harm than good
- This House would assassinate dictators
- This House believes that the African Union should become an economic and political union
- This House would not trade with countries that use torture
- This House would distribute development aid primarily through religious organisations
- This House would make company chief executives criminally responsible for the actions of their companies

Motions about health

- This House would ban fast food
- This House would ban smoking
- This House would ban alcohol
- This House believes all adults should be forced to play sport
- This House would make organ donation compulsory
- This House would make people with unhealthy lifestyles pay for their own medical treatment
- This House would force obese children to attend weight loss camps

Motions about morality and ethics

- This House supports the death penalty
- This House would legalise euthanasia
- This House would ban plastic surgery
- This House would ban treatments that seek to change or alter a person's race or ethnicity
- This House would ban religious schools

- This House would allow parents to choose whether to have a boy or a girl
- This House believes technology is doing more harm than good
- This House would be a conscientious objector if asked to fight in a war
- This House would ban alcohol

Fun motions

- This House would never get married
- This House would want to be the President of the United States
- This House would rather be popular than rich
- This House would rather be an only child
- This House would rather be a wizard than a muggle
- This House believes girls are better than boys
- This House believes we've never had it so good
- This House believes in ghosts

Curriculum-linked motions

There are also motions included on pages 68 to 74 that are designed for use in specific subject lessons, for example in English literature, history, science or geography.

What makes a good motion?

Here are three questions to bear in mind when choosing a motion:

Is it clear what the debate is supposed to be about?
✓ This House would make recycling compulsory
✗ This House would go green

Do both sides have a variety of arguments?
✓ This House would ban smoking
✗ This House believes smoking is unhealthy

Does the proposition have the more controversial side, or the side that involves making a change?
✓ This House would abolish homework
✗ This House approves of homework

Preparing for a debate

For some debates, speakers may have a long time to prepare, while for others they may be given the motion only a short time before the debate. Longer preparation periods are ideal for exploring more complex issues and improving research skills, while short preparation periods help participants develop their ability to draw out ideas creatively, and also prevent them from becoming tied to pre-written or memorised speeches, which make it very difficult for them to rebut and take points of information.

We suggest a five-step approach to preparing debates (as shown on the sheet opposite). In this section of the guide, you will also find photocopiable sheets to help scaffold the process of preparing and delivering a speech in a debate.

Preparing a debate with a class

If you are preparing a debate with a class, we suggest the following process:

Step 1: Brainstorm ideas

- Introduce the topic to the class, providing them with any necessary vocabulary or background.
- Give each member of the class a sticky note on which to write an idea as part of the brainstorming process (this ensures that everyone has to contribute an idea).
- *Alternatively:* if you don't have sticky notes you should incorporate Step 2 with Step 1. Ask everyone in the class to come up with an idea; as ideas are added to the board, help them divide ideas into proposition and opposition and try and group similar ideas together.

Step 2: Develop your reasons

- Ask each member of the class in turn to read out their idea and stick the note up on a flipchart or board.
- As ideas are added to the board, help the group divide the ideas into proposition and opposition. Arrange the ideas so that similar ideas are grouped together (identical ideas can be stuck on top of each other).

Step 3: Organise your reasons

- Now help the class decide on the four to six most important reasons that have been identified for each side and divide them into reasons for the first speaker and reasons for the second speaker.

Step 4: Prepare your speeches

- Now divide the class into six small groups (one representing each speaker in the debate) and ask the groups to prepare speeches on the guide sheets provided on pages 53-60
- Only select the final speakers for the debate after this step has been completed by everyone, so that everyone has notes prepared for a speech.

Step 5: Prepare for rebuttal

- When working with a large group, it may be helpful to give the people who will be speaking in the debate time to prepare away from the main group while you work with the main group to come up with rebuttal.

Researching a debate

Where time allows, groups can be given time to research a topic in advance of the debate (as part of the brainstorming process). Of course, this will have much in common with research for other kinds of written or spoken tasks, though there may be a greater emphasis on looking for evidence to support specific arguments in the debate. Try and encourage them to brainstorm ideas first without doing lots of research

and then to look for evidence that supports those ideas. This will help ensure that they don't just regurgitate someone else's argument from a newspaper or internet site.

Short-preparation debates

Teams of debaters can also be given a short time to prepare a debate (as little as fifteen minutes). Appropriately familiar topics can be chosen at the start to ensure that all students have something to say.

Short-preparation sessions place emphasis on sharing ideas within the team, and on coming up with a clear and coherent structure.

Stimulus materials can be useful to help debaters brainstorm arguments and ideas in short preparation debates: you may want to prepare a short version for the debate that you have chosen, further tips on short preparation debates can be found in Section I.

How to prepare for a debate

(1) Brainstorm ideas

»»Start with each member of the team thinking quietly on their own for a few minutes to think of ideas.

»»Your ideas could be arguments for your own side, or for the other side, or they could be facts or examples.

»»You might also want to note down any important strategic questions—for example about the definition or about which angle the team should choose.

(2) Develop your reasons

»»Now work together to decide which of your ideas are the important reasons for supporting your side.

»»Make sure you decide which ideas are reasons, and which are supporting evidence for your reasons.

»»If you are the proposition, decide what the debate is going to be about so you can

(3) Organise your reasons

»»Now divide your reasons between the first and second speakers (the summary speaker doesn't need any reasons of their own).

»»Start your first speaker's speech with your most important reason and try to arrange the other reasons so that similar reasons are grouped together.

»»

(4) Prepare your speeches

»»Now work on your own to make sure you are able to back up your reasons with evidence and explain them.

»»Remember, only write short notes. If you write too much you will end up just reading it out and will not sound persuasive.

»»The summary speaker can't write a speech in advance, but can help other team

(5) Prepare for rebuttal

»»If you still have time before the debate starts, think about how to respond to the other side's reasons.

»»You won't know exactly what reasons they will give. You can prepare for the most obvious ones but remember to listen to what the other team actually say.

Chairperson

Start by welcoming the audience and announcing the motion:

The motion is: This House...

Now you might want to remind everyone of some of the rules before you start:

How today's debate will work:

- How long will each of the speeches be?
- How long will protected time be at the start and end of each speech (when points of information are not allowed)? What sort of signals will the timekeeper be giving?
- How will the floor debate, summary speeches and vote be organised?

Now you introduce the six main speakers:

The speakers on the proposition will be... and the speakers on the opposition will be...

Read out the names of the speakers from your notes below.

Now the debate begins and you introduce each speaker in turn as they get up to speak:

First proposition:
Name:

First opposition:
Name:

Second proposition:
Name:

Second opposition:
Name:

The floor debate:

Ask people in the audience to raise their hands if they would like to make a short speech or ask a question. Select from those who have their hands raised (you might want to try to make sure you get a good balance of points that support each side). Remember the speakers in the debate don't answer the points directly—they respond in the summaries.

Opposition summary:
Name:

Proposition summary:
Name:

Now thank the speakers and hold a vote on the motion by asking people to raise hands:

The vote:

Votes in favour:	Votes against:	Undecided/Abstentions:

First proposition

Start by introducing yourself and the motion you are proposing. Today's motion is:

Now give one short sentence about each of the main points to support your view:

Points in your speech:	Points in your partner's speech
1.	4.
2.	5.
3.	6.

Now explain what the debate is going to be about, clarifying what is meant by the motion. 'What we mean by the motion is that...

Now give each of your points in turn

1.Point:

Explanation:

Evidence:

Link:

2.Point:

Explanation:

Evidence:

Link:

3.Point:

Explanation:

Evidence:

Link:

Now remind us of your reasons and try to finish with a strong statement:

In conclusion:

First opposition

Start by introducing yourself and the motion you are opposing. Today's motion is:

Now give one short sentence about each of the main points to support your view:

Points in your speech:	Points in your partner's speech
1.	4.
2.	5.
3.	6.

Now rebut the arguments made by first proposition, showing why you disagree:
Rebuttal:

You should use the notes you have made on your rebuttal sheet during their speech.

Now give each of your points in turn:
1.Point:

Explanation:

Evidence:

Link:

2.Point:

Explanation:

Evidence:

Link:

3.Point:

Explanation:

Evidence:

Link:

Now remind us of your reasons and try to finish with a strong statement. In conclusion:

Second proposition

Start by introducing yourself and the motion you are proposing:

Now give one short sentence about each of the main points that support your view:

Points already made by your partner	Points in your speech
1.	4.
2.	5.
3.	6.

Now rebut the arguments made by first opposition, showing why you disagree:
Rebuttal:

You should use the notes you have made on your rebuttal sheet during their speech.

Now give each of your points in turn:
1.Point:

Explanation:

Evidence:

Link:

2.Point:

Explanation:

Evidence:

Link:

3.Point:

Explanation:

Evidence:

Link:

Now remind us of your reasons and try to finish with a strong statement. In conclusion:

Second opposition

Start by introducing yourself and the motion you are proposing:

Now give one short sentence about each of the main points that support your view:

Points already made by your partner	Points in your speech
1.	4.
2.	5.
3.	6.

Now rebut the arguments made by second proposition, showing why you disagree:
Rebuttal:

You should use the notes you have made on your rebuttal sheet during their speech.

Now give each of your points in turn:
1.Point:

Explanation:

Evidence:

Link:

2.Point:

Explanation:

Evidence:

Link:

3.Point:

Explanation:

Evidence:

Link:

Now remind us of your reasons and try to finish with a strong statement. In conclusion:

Summary (Basic)

Start by introducing yourself and the motion you are debating:

Today's motion is:

Now try to respond to the most important floor speeches:

Point from the floor	Your team's response

Now remind us of your team's main points for being against the motion:
1.
2.
3.
4.
5.
6.

Now look at the other team's points and tell us why your team disagrees:

The other team said that:	But we disagree because:
-	
-	
-	
-	
-	

Now remind us of your point of view and try to finish with a strong statement:
In conclusion:

Summary (Intermediate/ Advanced)

Start with a strong statement which reflects your side's position:

Our team line:

Now outline the three thematic areas on which both teams strongly disagreed (or 3 clash points):
1.
2.
3.

Deal with any major points from the floor debate which cannot be incorporated into your

Clash point 1:
The other team said that: *(3 rows below)* But we disagree because: *(3 rows below)*

Clash point 2:
The other team said that: *(3 rows below)* But we disagree because: *(3 rows below)*

Clash point 3:
The other team said that: *(3 rows below)* But we disagree because: *(3 rows below)*

Now remind us of your point of view and try to finish with a strong statement:
In conclusion:

Rebuttal sheet

Use this sheet to take down notes on the main points of the speakers from the other team. Then note down ways your team can respond. Are the arguments relevant? Important? Explained fully? Has proper evidence been given? Are there other issues to consider?

They said ...	but we disagree, because ...
1.	
2.	
3.	

Sample pupil notes

First proposition

Start by introducing yourself and the motion you are proposing:
Today's motion is: This House would arm the police

Points in your speech:
1. It would reduce gun crime
2. It would improve public safety
3. It would improve police safety

Points in your partner's speech:
4. It would increase respect for police officers
5. It would modernise our police force
6. It works well in other countries similar to ours

Now explain what the debate is going to be about, clarifying what is meant by the motion:
What we mean by the motion is that: All police in our country should carry handguns (not just ones in special units). They should be able to fire when they fear their own or another life is under threat from an armed perpetrator.

Now give each of your points in turn:

1. Point: It would reduce gun crime because people would be afraid of being shot by the police if they carry guns.

   Explanation: Now police officers only armed with batons – does little to stop/ deter criminals from carrying guns. Arming them will cause them to be feared by criminals. Important given rising levels of gun crime

   Evidence: Criminals are increasingly using guns in their activities; and targeting police officers knowing they cannot defend themselves

   Link: Need guns for police so criminals fear – reduces gun crime

2. Point: It would improve public safety because it would increase people's respect for police officers

   Explanation: Police unable to reassure the public they can deal with armed criminals without guns. People often take self-defence into their own hands – undermines law and order

   Evidence: Over half of 75 year olds say they are afraid to leave their house (despite police)

   Link: Want people to feel safer – improve confidence in policing – need to arm them with guns

3. Point: It would improve police safety by allowing officers to fight back

   Explanation: Police are often powerless to respond to criminals with knives or guns; they risk their lives to protect us – it's only right they should be able to protect themselves.

   Evidence: One assault on a police officer every 24 minutes (Police Federation)

   Link: Arming the police would allow them to protect themselves and deter attacks upon them

Section D – Debating as part of the curriculum

About this guide

- Why should you use debating within your ordinary curriculum lessons?
- Lesson plans for introducing debating to your class
- Specific suggestions for how to use debating in English Literature, History Science and other subjects
- Subject-specific motion ideas

"Debating is a great teaching tool in the classroom" *(Quotation)*

Introducing debate across the curriculum

What are the benefits of using debate within the curriculum?

Debating fosters a wide range of skills that can help students achieve across the curriculum and in later life. Many of these skills are those that you will already be developing in your students – this format provides another means by which you can impart existing skills and develop new skills in your students. Debate can also add excitement and competition to many of the standard discussion topics which are the basis for writing or speaking activities in most subjects. *Almost any essay subject can be transferred to a debate setting.* Students learn the following sets of skills:

In developing their Reasoning, Explanation and Prioritisation skills students will be able to:

- Research, plan and undertake enquiries into issues and problems using a range of information and sources.
- Interpret and analyse sources critically, identifying different values, ideas and viewpoints and recognising bias.
- Understand, sift and utilise complex ideas and information to develop and provide evidence for a consistent set of arguments.

In enhancing their Argumentation and Presentation skills students will be able to:

- Explain their viewpoint drawing conclusions from what they have learnt through research,
- discussion and participation in debates.
- Express complex ideas and information clearly, precisely and accurately in spoken and written form.
- Present a convincing argument that takes account of, and represents, different viewpoints, to try and persuade others to think again, change or support them.
- Use language precisely and cogently

In fostering their Listening and Response skills students will be able to:

- Listen to others and to respond to their ideas constructively.
- Speak fluently, adapting talk to a wide range of familiar contexts and purposes, including those requiring confident and fluent use the language.
- Select from strategies to adapt speaking and listening flexibly in different circumstances.
- Listen to complex information and respond critically, constructively and cogently in order to clarify points and challenge ideas

In improving their Evaluation and Reflection skills students will be able to:

- Question and reflect on different ideas, opinions, beliefs and values
- Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree.
- Making independent judgements about how to communicate effectively and sustain formal interaction, particularly in unfamiliar contexts.
- Reflect and comment critically on their own and others' performances.

Getting started

If you have the time then the best way to introduce students is through the exercises, activities and plans that have formed part of this book so far. However, if you want students to debate more quickly then this section should help you.

The best way to quickly introduce debating to a class is to show them a debate. The quickest and most convenient way is to show them the first chapter of the accompanying DVD which is approximately 15 minutes long.(Not included in this draft) This introduces the format and the key features of debate and gives a model to follow.

Once the class have seen the debate, you need to guide them through preparing for their own debate as in the previous chapter.

- Use a board to brainstorm and organise the points on both sides with the whole class.
- Go though a sample speech structure and a sample PEEL argument so that pupils have frameworks for both the whole speech and the individual points.
- Introduce the idea of rebuttal and explain where it comes in the speech.
- Divide the class into groups to prepare speeches using the writing frames on pages 53 to 60.
- Set homework as research to flesh out the evidence section of their PEEL arguments.
- In the following lesson, stage the debate(s).
- See pages 99 to 107 for tips on how to keep the whole class engaged during the debates.

After the first time, you can set four or five different topics for different groups to work on simultaneously; or alternate who has to prepare for debates for homework over the course of a term.

The first time you run a debate with a class, you need to put in a bit of work to introduce the activity. You will only have to do this once. The payoff is that all year you can issue simple instructions such as, ‘‘Get in groups and prepare a debate on this topic.’’ or, ‘‘Prepare this debate for homework.’’ and have the class understand.

Running a debate in class

Ideally, you will do as little as possible on the day of the debates. Here are some tips on how to save time and ensure you can focus on feedback and adjudication.

- Pupils can be primed to set up the desks as they arrive.
- A pupil chairperson will introduce the topic and the speakers and keep order during the debate. They will also run the floor debate and the vote.
- A pupil will be the timekeeper and will make sure that timings are observed.
- Other pupils can be given roles such as judges, reporters, floor speakers or even film makers. See pages 99-107 for ideas.

The lesson can become entirely led by pupils. The pupils learn from each other, assess each other and take a role in behaviour management. They are engaged, on task and enjoy the experience immensely.

A whole-school approach

In an ideal world, you would have a whole-school approach to debating. If the English department committed to every pupil being introduced to debating by the end of their first year, then all of the other subject teachers could use debate in their classrooms without having to teach it first.

If taking this approach, it is worth picking one format that so it is simple and consistent, and going through it on a staff development day. We recommend the parliamentary debate format shown on our DVD and outlined on page 41.(Not included in this draft)

An alternative approach is to organise a display debate (or use the DVD) and introduce debate to a whole year group (either in an existing timetable slot or by setting aside time for a special session). See the final chapter of the DVD for teacher-to-teacher tips.

Using debate in the classroom

The lesson plans on page 67 for preparing and then running a debate across two lessons can be adapted for use across a range of subjects. If the class are familiar with the format for a parliamentary debate then the lessons can be run on that basis. However, even if the class are not familiar with the format, a more informal style can be used in a similar way—perhaps simply asking for volunteers to speak alternately in favour of and against a particular proposition. The curriculum linked ideas over the next few pages are designed to be equally applicable to either situation.

What subjects can debate be used for?

The materials in this section are designed as a model for how to integrate debate into History and English classes with some ideas for other subjects. However, debate related exercises can be used in almost any subject. A full parliamentary debate replicates many of the skills your students will need to deploy when writing essays for any subject. They will need to develop their reasoning and evidence skills in putting forward a persuasive argument; consider how they will organise and prioritise their thought; and will need to consider how they will most convincingly express and deliver their material. The advantage a debate offers is its time-pressured and quick response elements. Not only do students have to possess the same skills they deploy when writing essays but they have to be able to respond quickly to criticisms or opposing arguments; they may have to adapt their arguments in view of a proposition they were not expecting and they will have to work closely with others.

Running a debate over two 40 minute lessons

Lesson 1 – Preparing for a debate

Objective: Prepare for a debate on an issue.
Resources: motion list from page XX, photocopies of writing frames (pages XX to XX), sticky notes.

Whole class – 20 minutes
- Help the class brainstorm ideas and organise them into key reasons for proposition and opposition.

Individual work – 15 minutes
- Divide into six groups (one for each speaker in the debate) and hand out speaker guide sheets.
- Ask each member of the class to prepare notes for one of the speeches to be given in the debate.

Plenary – 5 minutes
- Allocate roles for next lesson's debate (six speakers, chairperson and timekeeper).
- Discuss how much of a speech should be prepared and pre-written.

Whole class: possible additions
- You could ask the class to work in groups instead of following the sticky notes process described.
- Pupils could also write directly on the board.

Individual work: differentiate/ extend
- More able: assign to summary role—less can be written in advance (instead brainstorm rebuttal)
- Less able: assign to first proposition where the whole speech can be prepared in advance.

Key points to summarise
- Check the class has understood that writing out or memorising speeches is likely to make them dull and unpersuasive as speakers and that they will need to think on their feet to do rebuttal.

Lesson 2 – A parliamentary debate

Objective: How a class take part in a parliamentary debate.
Resources: Guide sheets for chairperson (pages 54).

Whole class – 25 minutes
- Run the debate as prepared last lesson.
- Provide the chairperson and timekeeper with guide sheets.

Group work – 10 minutes
- Divide into groups.
- Ask each group to feedback on what they think about the issue and whether the debate made them think about anything differently.

Plenary – 5 minutes
- Discuss real world settings for debates of different types (e.g. Houses of Parliament, law courts, chat shows, news programmes).
- Homework could be to write an essay about the issue or a critic's review of the debate.

Whole class: possible additions
- You could allocate some people to be floor speakers in advance, or just rely on volunteers.

Group work: differentiate/ extend
- More able: ask to identify the most persuasive moments in the debate.
- Less able: Ask to complete the sentence, "I agree with the proposition/opposition because ..."

Plenary: key points
- Check the class have understood that parliamentary debate is a game that allows issues to be discussed in a way that gives everyone's view a chance to be heard.

Sample lesson plan: a debate on A View from The Bridge by Arthur Miller

This House believes that Eddie rather than Marco is the guilty party at the end of the play.

- The debate is designed to take place at a relatively late stage in a class study of the play. It is also a debate that can be pitched at different levels according to the ability of the class.
- It should be a useful way of bringing together a number of the play's themes and can therefore be linked with revision and essay work.

Preparation

- Good preparation would be an examination of the issues raised by Alfieri in the play, including the nature of the law and justice both in the Red Hook community and more widely, and his comments on Eddie's character.
- The two debating teams should each prepare a set of quotations from the play in advance to distribute to the rest of the class. This means for example that the team proposing needs to provide quotations emphasising Eddie's guilt and also extenuating circumstances for Marco.

The Debate

- There are plenty of arguments here, and a stimulating floor debate should readily follow the main speeches.

The proposers' arguments could include the following:

- Eddie was the guilty party in the narrow sense because he got out the knife and Marco was acting in self-defence.
- In a deeper sense Eddie's betrayal of Marco and Rodolfo was despicable and for deplorable reasons (jealousy regarding Catherine).
- Eddie broke the Red Hook code and deserved the consequences—compare Vinny Bolzano.
- Marco in contrast acts throughout the play unselfishly, for his family and for Rodolfo.
- Marco's action is driven, however mistakenly, by a sense of honour and obligation. He feels Eddie has killed his children.

The opposition's arguments could include:

- Eddie genuinely believed he was doing the best for Catherine and failed to recognise his faults: Miller wrote—''however one might dislike this man, who does all sorts of frightful things, he possesses and exemplifies the wondrous and human fact that he too can be driven to what in the last analysis is a sacrifice of himself for his conception, however misguided, of right, dignity and justice.'' (The counter-argument to this is of course that Alfieri and Beatrice do point out his faults to him.)
- Whatever Eddie's faults they do not justify Marco's actions.
- Marco had originally intended to kill Eddie until Alfieri made him promise not to; it was not simply self-defence.
- Marco is an illegal immigrant and has no right to kill Eddie, who has acted according to American law in informing the immigration authorities.

Using debate to teach Shakespeare

Almost any essay topic used in English can be turned into debate and this applies to Shakespeare as well as study of the most current fiction. The ESU has helped set up a number of programs in which Shakespeare has been taught in part through debate using a range of motions. For instance:

- This House believes Prospero was an unjust ruler
- This House believes that Friar Laurence is responsible for the deaths of Romeo and Juliet
- This House believes that in Shakespeare all is always well that ends well
- This House believes Shakespeare would have wanted all his plays to be performed in modern dress

General topics vs. subject topics

Many curricula argue for the importance of debate as an activity which should be at the heart of teaching English and English Literature. However, if the purpose of using debate is primarily as a speaking and listening activity then any topic can be used, or any of your own or your pupils' invention. However, the subject matter of English itself, including literature, can be excitingly explored using debate.

Links to Media

You might want to link a debate into any work you might conduct on media and non-fiction texts. With this in mind you could start students off with an analysis of various media sources on a particular subject area; underlining the importance of assessing bias and agenda in the sources they use. The pupils could then generate arguments for the debate on the same issue. Choose your topic based on an issue from the current media or from past exam papers.

Links to themes from literature

It can be very effective to identify a theme from the text you are studying and use a similar issue for your debate. Their understanding of the theme should help them in the debate and in turn, exploring the idea in the debate can deepen their thinking on the theme. Here are some examples:

- This House believes that above all the value of friendship as the strongest bond in life *(Much Ado About Nothing*)
- This House believes that our country urgently needs a law to protect our privacy (*Nineteen Eighty-Four*)
- This House would permanently exclude bullies (*Lord of the Flies*)
- This House supports positive discrimination (*Roll of Thunder Hear my Cry*)
- This House believes that Henry V was a war criminal (*Henry V*)

Debates on Texts

Perhaps the most exciting use of debate in the English classroom is to debate the texts themselves. This forces pupils to look at different interpretations of the text, structure their points and to find evidence to back up their arguments – what better preparation could there be for essay writing? Here are some examples:

- The House believes the theme of death pervades the Brontes' poetry.
- This House believes that Dickens shows us that even in Coketown individuality can survive (*Hard Times)*
- This House believes that women have greater control in society in than men in Austen's *Emma (Emma)*
- This House believes that Shelley's primary aim in presenting Victor Frankenstein is a critique on the misuse of science and knowledge. *(Frankenstein)*

- This House believes that Shakespeare makes it clear from the beginning of the play that Caesar deserves to beat Anthony. (*Anthony and Cleopatra*)
- This House believes that Michael Obi deserved the report he got from the supervisor (*Dead Man's Path*)

Balloon Debates

If you don't want to do a full parliamentary debate, why not try a balloon debate (see page 13 for a greater explanation of the format). Texts like *Macbeth, An Inspector Calls* or *Romeo and Juliet* work well, as an argument can be put forward that a range of individual characters are to blame for the problems and tragedies involved. The pupils representing the characters in the balloon could either be defending themselves or putting the argument against them.

Debating in Politics or Civics lessons

At the core of any politics or civics curriculum is an understanding of the institutions and current political debates that occur. Students who have an understanding of parliamentary debate are more likely to develop a keen interest in the working of the legislatures of their countries. Most essay topics which you already use in your lessons can be easily turned into a debate. Below are a list of broader politics motions: some might be tied to your curriculum directly but many will examine controversial issues which might enable you to demonstrate the importance of the political process and the actions that legislatures take to our everyday lives.

The justice system
- This House would abolish juries
- This House would put cameras in the courtroom
- This House would have a curfew for under-16 year olds

Voting and representation
- This House would make voting compulsory
- This House would lower the voting age to 16
- This House would elect representatives by a system of proportional representation
- This House believes that we should have more referendums
- This House would abolish the monarchy
- This House would introduce quotas for women in parliament
- This House believes that pressure groups do more harm to democracy than good
- This House would ban extremist political parties
- This House would distribute votes in inverse proportion to wealth

Young people
- This House believes that religious clothing should [not] be allowed in schools
- This House would reintroduce corporal punishment
- This House would make smacking your child illegal
- This House would not fund single faith schools
- This House believes that politics is irrelevant to the youth of today
- This House believes that students should decide how bullies should be punished
- This House would introduce mandatory drug testing in schools

Social issues
- This House would abolish the right to strike
- This House supports positive discrimination in the workplace
- This House believes that community service should be compulsory for those in education
- This House would protect the privacy of famous people from the media
- This House would significantly raise taxes to put more money into public services
- This House would allow the police to use racial profiling

International issues
- This House believes that globalisation has made life worse for the poor
- This House believes that war is never justified
- This House supports fair trade not free trade
- This House would not trade with dictatorships
- This House believes that the media is too powerful

Other formats

You could also try holding mock trials and mock Parliaments, and staging hustings for pupil candidates in mock elections. All these scenarios illustrate how debate is used in special real-life formats, and give an insight into the workings of important institutions in an engaging way.

Debating in History

Debating is an ideal tool for developing the skills necessary for students to succeed in history. At the heart of the best historical work is a vigorous and robust debate involving an analysis of all the relevant sources. Involving students in an active classroom debate can provide an alternative method to teach them all the skills they require for writing persuasive essays but through a more exciting and competitive format.

- Students examine a wide range of evidence to come up with the most convincing case for a particular historical interpretation.
- It can help teach them how to 'weigh' up evidence for and against a particular explanation of historical change.
- A chance to adjudicate the debate will allow students to develop the critical evaluation skills necessary in higher level essay writing as well.
- Debates can also be used as a form of preparation for pupils' written work.
- For more advanced students it can offer the opportunity to introduce students to the idea of historiographical debate. They may have a chance to argue for a particular type of interpretation based upon arguments about the usefulness of certain types of evidence. It also offers the opportunity to ask students to compare different historical schools of interpretation adopting a 'Revisionist' perspective or a 'Marxist' perspective for example. (Examples of which are offered below)

Debates about historical events or responsibility

Evidently given the almost limitless range of historical periods and topic areas this list may not cover the periods or topics you cover with your students. However, this section is designed to give you an indication of the kinds of motions that could be used.

- This House believes the partition of India could not have been avoided
- This House believes that Lenin was nothing more than a Red Tsar
- This House believes that the Bolshevik revolution of 1917 was successful because the Provisional Government failed to deliver peace, bread and land
- This House believes that Bismarck always regarded France as the chief threat to the Second Reich
- This House believes that Mussolini's hold on power between 1924 and 1939 owed more to the success of his policies than to his use of terror
- This House believes the role of Gandhi was the most important factor in India achieving independence in 1947
- This House believes the main reason for the end of apartheid in South Africa was the violence of the early 1990s
- This House believes that Spain was the greatest threat to Elizabeth I between 1558-1573
- This House believes that communist aggression was the key factor in the outbreak of a major conflict in Korea in June 1950
- This House believes that the Second World War was largely responsible for progress towards Indian independence
- This House believes that the mistakes and failures by the Guomindang, in the years 1945-1949, explain their defeat by the Chinese Community Party

Historiographical debates

- This House believes that all history is just literature
- This House believes that all history is the history of Great Men
- This House believes history is just one thing after another

- This House believes that we should study social history rather than traditional history
- This House believes that Marx can offer us nothing about the way modern history should be studied
- This House believes there is more to be gained from studying ancient and medieval history than from the most recent historical events
- This House believes that schools and universities should prioritise the study of international history over their own national histories
- This House believes that history offers lessons for present political leaders
- This House disagrees with Hugh Trever-Roper when he stated: 'Perhaps in the future there will be some African history to teach. But at present there is none, or very little: there is only the history of Europe in Africa'

Debates set in the past

Debates set in the past are an exciting way for students to engage in historical controversies as they were perceived in the past. It is often especially appropriate for getting younger students interested in history. Speakers play the role of contemporary observers or participants at a specific time. To make these debates work well, it is important to emphasise to the speakers that they can't use evidence about what actually happened at later dates - they need to put themselves in the shoes of people at the time.

- This House supports the Roundheads (set in England in 1642)
- This House supports the revolutionaries (set in France in 1789)
- This House would ban the bomb (set in the USA or Britain or China in 1964)
- This House would have supported the Provisional Government (set in Russia in 1917)
- This House would have supported independence (set in India in the 1930s)
- This House would have fought the American occupation of Vietnam (set in Vietnam in 1965)
- This House would have supported the regicide (set in England in 1649)
- This House would have signed the Treaty (set in Ireland in 1922)
- This House would have given women the vote (set in Britain in 1912)

When debating events that are set in the past, it may be helpful to assign each speaker a particular role. This helps them get into character, and also helps generate a variety of arguments. For example, in a debate about giving women the vote you could assign the proposition team to be a wealthy suffragette leader, a moderate suffragist and a working class suffragette; while assigning the opposition to be a clergyman, a middle-class man and a middle-class married woman who believes women can be adequately represented by their husbands. Or in a debate about banning child labour you could assign the proposition to be a campaigner against child labour, an adult worker worried about children undercutting their own wages and a factory owner concerned about their workers; and the opposition to be a struggling factory owner, a parent who needs their child's income and an representative who disapproves of regulating private businesses. Giving roles like this helps students consider the variety of view extant in any given period.

In selecting these sorts of debates, bear in mind that many touch on areas of modern-day controversy or sensitivity. Some topics such as the abolition of slavery or the rise of the National Socialists in Germany may therefore not lend themselves to this approach.

Retrospective debates

In these debates the class look back from a modern perspective and assess the significance of various historical events, taking the role of modern historians engaged in debate about the past.

- This House believes the Roman Empire did more harm than good
- This House believes Henry VIII should not have left the Catholic Church
- This House believes the Industrialisation made the lives of ordinary people worse
- This House believes the British Empire did more harm than good
- This House believes that The Treaty of Versailles was too harsh
- This House believes the Cold War ended because communism failed, not because of diplomacy

Comparison debates

Comparisons can be used to draw together pieces of work, or to encourage students to look at historical periods in different contexts.

- This House believes that India was safer during the Cold War than it is now
- This House would have preferred to have been a revolutionary in France in 1789 than in Russia in 1917

Debating in other subjects

Science

Debating is invaluable in addressing a range of requirements in international science curricula that students can take part confidently in discussions with others about issues involving science and helps meet a number of requirements in the science curriculum:

Suggested topics include:

- This House would make vaccination compulsory
- This House would ban GM crops
- This House would invest more in space exploration
- This House believes bio fuels are the energy of the future
- This House would ban nuclear power stations
- This House believes human genetic engineering is going to far
- This House would take drastic action to reduce our carbon emissions
- This House would ban animal testing

Geography

- This House would put the economy before the environment
- This House would invest in motorways over public transport
- This House would legislate to prevent urban sprawl
- This House would not rebuild cities in areas prone to environmental disaster
- This House would ban deep sea drilling
- This House would make climate change denial illegal
- This House would protect the countryside

Music

- This House believes that music should have words
- This House believes that pop is too commercial

Art

- This House believes that art can change the world
- This House believes that modern art isn't art at all

Section E – Public Speaking

About this section

- Details of a specific format you can use for public speaking
- Guidance on how to prepare for participating
- Over eighty ideas for public speaking topics

Public speaking – a basic introduction

While there are a wide variety of situations in which a speaker might want to give a public speeches all have a set of common purposes. In general, a public speech may seek to:

- Inform
- Entertain
- Persuade
- Inspire

When introducing pupils to public speaking you might ask them in what context they have seen people speaking in public before and what the purpose of those speeches were. Many might suggest a range of special occasions a political rally, a speech at a wedding, a funeral oration or a public lecture. These are all very good examples but try and encourage them to think about the more ordinary situations in which people are required to give forms of public speech each day. They may consider the following, although the potential number of examples are almost limitless:

- Teachers seek to inspire and entertain for the purpose of informing their students.
- Politicians seek to inform people of their policies and persuade them that their policies should be adopted. Occasionally the most successful will also inspire citizens into action.
- Campaigners not only need to persuade an audience that their position is right, but need to inspire them to justify sacrifices that their causes often require, be it the imposition on households caused by recycling to protect the environment or unions rallying workers to go off work and strike.
- Lawyers are tasked to persuade – to gain the assent of a court, judge or jury regarding the truth or falsity of a claim.
- A salesperson will want to inform you about their product, persuade you that it is a good product and inspire you to buy it.

Of course the most compelling and enduring public speeches attempt to consider all four purposes.

This section will help you to understand a basic format for public speaking and help you prepare a class or smaller group of students to make speeches. The guide will help you select a topic, research the subject, organise content and practice delivery with an overarching emphasis aiming to ensure whoever is speaking builds credibility with their audience.

Public speaking – the format options

There are a range of potential formats for public speaking several of which are explained below.

Individual public speaking

- This format is the most straightforward way to introduce students to public speaking. It requires several students to prepare public speeches, one person to prepare for their role as chair and for all students to prepare to ask questions.
- The chair: there should be one student selected to chair the whole activity. Their role is very important and will be explained in more detail later in this chapter. They should introduce all speakers; ensure that speakers speak for no longer than the time they have been given and to help select questions from the floor. They may also like to deliver a concluding summary of the themes which arose in each speech and its corresponding questions.
- The speaker(s): in this format at least one speaker should be selected to give a speech on a topic. Speakers can be given topics to prepare in advance or can be asked to prepare topics which are important to them. Alternately you can give all speakers the same theme and ask them to prepare a speech on that theme. There will be more advice on this later in the guide. Speakers are also required to respond to questions from the floor.
- The audience and questioners: the main role of the audience is to listen to speeches and after each speech to offer questions to the speakers.

Team public speaking

- This format allows students to cooperate as teams and compete against other teams. It requires a main speaker, a panel of questioners and a chairperson. This example is based upon two teams competing against one another (for example a 'red' team and a 'blue' team). However, this format can be run with more teams participating. The length of speeches and time for questions can be reduced accordingly.
- Running order:
    - The red team chair introduces the blue team speaker. The blue team speaker gives their speech.
    - The red team chair then fields questions from the red team panel of questioners and the blue team speaker answers those questions.
    - The red team chair fields questions from the audience and the blue team speaker answers those questions.
    - The red team chair then provides a short summary of the themes that arose from the speech and the questions from the floor.
    - After a short interval the blue team chair introduces the red team speaker. The red team speaker then gives their speech.
    - The blue team chair then fields questions from the blue team panel of questioners and the red team speaker answers those questions.
    - The blue team chair fields questions from the audience and the red team speaker answers those questions.
    - The blue team chair then provides a short summary of the themes that arose from the speech and the questions from the floor.
- The chair: the chair performs a similar role to that of the individual format. Questions however come from two sources: the panel of questioners of another team and the wider audience, if one is present.
- The speaker(s): their role is similar to the one above. They can expect more challenging questions from the panel as the environment is more competitive than the individual format. They can expect the questioners to have researched their topic as well.

- The panel of questioners: their role is to ask questions of the speaker when asked to by the chair. They should prepare in advance by researching the general topic which the speaker will address but they should ensure that their questions are relevant by listening attentively to the speaker's speech.
- The audience: the main role of the audience is to listen to speeches and after each speech to offer questions to the speakers.

Impromptu public speaking

- This format is probably most appropriate to those with some experience of previous public speaking. Pupils are given a topic a mere 5 or 10 minutes before they have to begin their speech. They will have to then deliver their speech and respond to questions as in the formats above.
- The format can follow either the individual or the team format as above.

Public speaking – choosing a topic

A public speech can be about anything, but in order for it to be a good speech your pupils will need to consider the following questions.

Can I make my topic capture the audience's interest?

Pupils may be assigned a particular topic for instance 'the press has power without responsibility' or 'the cult of celebrity is detrimental to society.' However, pupils can also be required to come up with their own topic. Regardless of which method is followed pupils should consider the following questions. Your audience does not necessarily need to be interested in your subject before the speech – indeed, if the main aim of the speech is to inform the audience, it will probably be on a topic that people know very little about – but the subject should still be able to capture the audience's imagination. Remember that speakers have limited time to speak; this means they need to think about the ways in which interest can be captured quickly.

- Does it affect their lives, even if they don't realise it? Carbon emissions can seem like a rather mundane topic unless the severe short and long term consequences upon our daily lives are considered.
- Are there any links between this topic to areas that an audience may already have an interest in? African development could be linked to the World Cup in South Africa or the role of international aid organisations.
- Does it have obvious parallels with something that they do know about? It may on the surface appear as if talking about the stock exchange might be an impenetrable topic for discussion, until you consider how similar some of the activities are to gambling.

Am I interested in the topic?

Public speeches are usually prepared in advance; as a result an effectively prepared speech can require a significant amount of time in preparation. Selecting a topic of interest ensures that pupils will have more motivation when researching and composing their speech, this should ensure they produce a better speech. If pupils are enthusiastic about a topic, their enthusiasm is also much more likely to transfer to the audience. One way to ensure this might be to offer pupils a range of topics from which they can select, ensuring that all the topics are sensible and interesting but also providing an opportunity for pupils to choose something that interests them in particular.

Be warned! Selecting a topic which you already know a great deal about can lead to a speech which is too quick or complex for the crowd to follow. An effective middle ground is to select a topic that you may not already be an expert in, but one that you find interesting and would like to learn more about.

Am I able to research my topic effectively?

Speakers will need to use information in their speech to inform and persuade their audience. As a result they must consider where they will get this information from. Will a library be sufficient? Does the internet offer enough specific detail? Will the audience be more convinced by personal experience or interviews with others than with statistical evidence? Consideration of supporting material and evidence is crucial to all forms of public speech but particularly those looking to inform or persuade people.

Can I properly discuss my chosen topic in the time available?

Some topics that are unfamiliar to audiences may require considerable background knowledge just to get the audience to a position to persuade them of something. For example, it is probably impossible to reasonably convince people that 'The Meiji Restoration in Japan was unfair on the daimyo' in five minutes. The speech would require a speaker to explain what the state of Japan was like before the Restoration, then tell us what the Restoration changed and tell us what a daimyo was. All of this would need to precede the actual topic of the speech which would require an explanation of why the daimyo suffered wrongly as a result of the Restoration. This would be an impossible task in 5 minutes.

Exercise: Topic from a box

Students often struggle to come up with a significantly broad and interesting topic. One means of getting them to move from specific objects or ideas to a broader theme is to conduct the following exercise.

- Between 10 and 15 objects should be placed in a box. Students have to, without looking at the contents of the box, select an object from the box.
- On selecting the object students then have to come up with a topic, without describing the object.
- For instance, students could select a banana. Potential topics could be 'fair trade is better for developing world farmers' or 'compulsory vegetarianism would solve food shortages.'
- Students could select a can of a well known soft drink brand. Potential topics might be 'the role of multinational corporations in the modern world'; 'American influence in our society is regrettable' or 'sugary foods should be taxed'.
- Students could select a football and potential topics might include: 'The football world cup was bad for Africa', 'goal line technology would ruin the excitement of football' or 'sport should be compulsory in schools'.

Public speaking – choosing and supporting a statement of intent

Choosing a statement of intent

A speech is not like an essay. The audience does not have the opportunity to go back and reread sentences or to pause to consider a complex statement, clarity is therefore crucial. In order to achieve this clarity speakers' must consider what the core of their speech will be. This will be the sentence or couple of sentences that explain the purpose of the speech and its main point(s). The usual core will aim to persuade the audience of something, so you should ensure that in one sentence you can sum up your speech intent. On the topic of global poverty a statement of intent might be simply that 'at the end of my speech I want to have persuaded the audience that global poverty is bad'. However, a more effective core might be 'at the end of my speech I want to have persuaded the audience that global poverty is bad, there are ways in which the audience can address it, and that they have a responsibility to do so.' The second seems to ask more of the audience; it is more likely to affect them directly and also is likely to be more informative. Instead of supporting the idea that global poverty is bad, the audience is asked to consider ways in which they might be able to address the problem.

There is no need to include the statement of intent within your speech, instead it serves as a means to summarise what your whole speech will intend to ensure that each of your points ties in to what your speech sets out to achieve.

Exercise: statement of intent

- Each student should write a topic on a small piece of paper, these should then be put into a box. After this each student should pull a topic from the box, they have five minutes to come up with a statement of intent.
- If you have a large group you may wish to give several students the same topic, providing an opportunity to compare and contrast each student's suggestions.
- A few examples follow:

- Topic: 'There are too many people on earth'
    - 'By the end of this speech I want to have persuaded you that there are too many people on earth, that this is causing tremendous harm and that you the audience can do something about.'
    - 'By the end of this speech I want to have persuaded you that there are too many people on earth, that this is a problem solvable only through the use of technology and that the audience can do something to support these technological solutions.'
- Topic: 'Torturing terrorist suspects is justified when thousands of lives are at stake'
    - 'By the end of this speech I want to have persuaded you that terrorists pose a grave threat, that torturing them is justified given this threat and that torturing will help the government prevent future terrorist atrocities'
- Topic: 'Physical force is never a justifiable method of punishing children'
    - By the end of this speech I want to have persuaded you that physical punishment does not make children behave better in the long term, that other methods should be adopted and that the audience should not punish their children physically.
- Topic: 'The cult of celebrity is detrimental to society'
    - 'By the end of this speech I want to have persuaded you that celebrity culture is detrimental to society, that there are ways the audience can reject this culture and that they have a responsibility to do so.'

Supporting a statement of intent

Once the statement of intent has been selected the speaker needs to identify the claims that need support. For instance in the topic 'Global poverty is bad' the three claims outlined in the statement of intent were as follows: 'Global poverty is an important issue', 'the audience can take action to alleviate it' and 'the audience has a responsibility to do so.' A speaker must ensure they have evidence and argumentation to support each of these claims; you will also need to explain how your evidence supports what you are saying.

In order to structure these claims then the speaker may consider using the PEEL rubric (as shown on page 27). However, the means of using this structure is far less rigid in public speaking. Speakers should certainly ensure they start each part of their speech with a simple point or statement which explains the claim they are making. They should then explain why that claim is true and why it is important in the context of the whole topic. Explanation in public speech may move beyond a simple and well reasoned analysis of the claim. Instead speakers may wish to draw more direct examples from their own experiences or the experiences of individuals with authority on the subject. Students may lead with a vivid piece of evidence as a way into their topic and then follow that with an explanation of the importance of the evidence that is being used.

Many of the skills which will help develop good support for a statement of intent are addressed over the next few sections. However students should keep the main elements of PEEL in mind.

Public speaking – how to research your topic

Even if a speaker has chosen a topic that they are knowledgeable about (as recommended above) they should still conduct research on the topic. It is important that their thoughts are not constrained to their initial and potentially narrowed viewpoint and that they attempt to research as widely as possible in preparation for their speech. Below are four key tips for speakers researching for a speech:

1. You should consider a broad range of perspectives when preparing for your speech. Even if you know a great deal other points of view may change your opinion or help to nuance the material within your speech. Even if none of the material radically changes your opinion, it is important to ensure that you consider alternative perspectives, perhaps even explicitly in your speech.
2. You should consider what other people have said before you on the topic. You should consider what credibility they have on the topic and be careful not to use their ideas without strongly considering any potential agenda or bias they may have.
3. You should direct your research towards recent and frequently updated publications with editorials and analysis (newspapers, periodicals and online journals) rather than definitive but less opinionated or up-to-date sources like encyclopaedias.
4. Remember, your speech should not usually be dominated by a large quantity of researched evidence. Most audiences have a relatively low threshold for retaining and interpreting a large amount of factual information or statistics. Use them sparingly and ensure that they are directly linked to the point you are trying to demonstrate.

Public speaking – how to prepare and use notes for your speech

A speech outline

Audiences need guidance and help in order to follow a speech effectively. Speeches need to have a clear structure and that structure should be outlined at the start of the speech. At the start of the speech (not necessarily the first few lines) it helps to outline the main reasons and pieces of evidence that you are going to present. Although it sounds repetitive you should also repeat a summary of the main reasons and evidence at the end of your speech. In any speech you will need to (1) say what you're going to say (2) say it and (3) say what you've said.

- An introduction. This should let the audience know who you are and why you have authority on the topic. You should also introduce what you are going to be speaking about and what you hope to achieve by the end of the speech. This is where your statement of intent should be. The introduction does not have to be formulaic, you could instead start with a captivating anecdote or example which you think sums up your case.
- Preview. This can come as part of the introduction but can also follow an introduction which does not preview the main points of the speech. The preview should tell the audience what you are going to say and in what order they are to appear. This can be thought of as a 'map' for the speech to help the audience follow you.
- Main points. This is the real heart of the speech; you should cover them in a logical order that builds your argument throughout the speech. You should start with the most basic or fundamental claims that you wish to make and move towards your conclusion. Your claims should be supported by evidence which is appropriate and selected to demonstrate your points.
- Ensuring 'linkage'. Throughout your speech the audience should be mindful of your statement of intent. The speech should help fulfil that statement and each argument should be closely linked to it.
- Signposting. This is crucial to prevent your speech from becoming a stream of consciousness. You should make sure you indicate where you are moving from one point to another perhaps by saying something like 'so we've looked at the effect of global warming on poorer countries – now I'd like to examine the effect on richer countries...'. This ensures the audience can follow when you have moved onto a new argument.
- Conclusion. This should tie everything you have previously said together in order to remind the audience of how you have fulfilled your statement of intent.

Which structure to use?

Speakers use a variety of different structures in different situations. The most important thing is to ensure that you feel comfortable with the structure you have selected. Some find the use of as few words as possible to be the most useful, others write significant portions of text word for word whilst many will use a range of pictures, colours and symbols to prompt particular events in their speech.

- A hierarchical structure will move from the most important contention of the speech, the statement of intent and from there delves into the key themes and areas of the speech. Each key area or theme may have sub-points and each of these sub-points may have evidence. You could structure your speech according to this order. Moving from each major area, examining each sub-point and providing evidence for each before moving on to the next sub-point and eventually the next area.
- A mind map can help a speaker to see the flow of the argument graphically. Some speakers find that this makes it easier to amend a speech and makes it easier to understand how the whole argument flows together.

- Tools to use within an overall structure. Many of these can be used in conjunction in order to help develop your speech.
    - Cue cards. These can help you look less like you are relying heavily on notes and if used correctly could help you to reduce the amount of written notes you have.
    - Bullet points or key headings. This is crucial; most speakers do not write out full speeches instead they ensure they have clear headings which are followed by bullet points of the key ideas there.
    - Pictorial representations. These could help stimulate ideas, examples or analogies which you wish to use to enliven your speech.

The most interesting speeches often make claims that are controversial or counter-intuitive. This means that although a speaker will hope, in the course of their speech, to reason their way to a firm conclusion there will be much evidence any many opinions different from their own.

Public speaking – how to structure your main ideas

So far the guide has given you an idea of how your overall speech should be structured and you will have developed a statement of intent. This page attempts to demonstrate how you might structure and order the main points that you might want to make in your speech, in order to fulfil your statement of intent.

The first task in preparing for any speech should be to put forward as many ideas as possible and consider which are the most relevant and important. After your have put forward these ideas you should follow the following process:

- You should make sure that each of your ideas are relevant to the topic and try and think about which key ideas are the most relevant to the topic. You should discard any ideas which are not relevant.
- You should then consider which ideas will most effectively help you to support and evidence your statement of intent. Your whole speech is aimed at fulfilling the objective(s) that you have set in the statement of intent.
- After this you should begin to group similar ideas or themes together. This process should enable you to begin to see where most of the key ideas that could be included in the speech will be.
- Only after you have grouped similar ideas should you think about how these ideas connect or flow together, which arguments or ideas depend on other arguments or ideas? Which arguments should come first? Which arguments will most appeal to this audience?
- The most important part of this process is to take each of these individual themes or ideas and begin to structure a logical and coherent argument. You should refer to the section on structuring arguments in the 'getting students speaking' in Section B (found on page 18 onwards). Arguments do not have to be as rigidly structured but they should involve a 'point' or short statement of the argument being made, an explanation of that argument and some evidence to support that explanation. In public speaking speakers may wish to start with specific and compelling evidence and move to reveal an overall argument.

Exercise 1: How to organise and prioritise ideas

Part 1

- You should give the class a public speaking topic. Individually or in small groups they should think about as many ideas as possible for this topic, you might also encourage them to think about their statement of intent.
- You should then lead a class discussion where students put forward as many ideas as they can and these should be set out on a board.

Part 2

- Once you have lots of ideas from the class you should encourage the class to order these ideas in terms of importance for their audience. They could even try to order them from 1(least important) to 10 (most important).
- If you are working with a more experienced group you could ask them to assign these ideas in order of importance for a number of different types of audiences (business people, young people, old people, people with traditional values etc.). You could speed this process by having different groups thinking about different audiences and ordering the points accordingly.

Part 3

- Students should then attempt to be able to link their relevant ideas together. For instance there might be two ideas about a topic on the threat of global warming. One idea might be concern for the destruction of the natural habitat of polar bears; another might be a concern for asthmatic children living in inner city areas.
- The class should then pick two arguments and then attempt to link them together. For instance they might want to in some way link the plight of polar bears and asthmatics.

Exercise 2: Practice in linking disparate ideas together

- A crucial part of developing the speech is to ensure that the ideas within the speech are connected and form together to make a coherent flow. This exercise is designed to give students practice in linking an apparently disparate set of ideas together.
- At the most basic level you should select three students from the class. You need to give two unrelated topics to each of the first two students. For instance you could ask one to talk about 'pirates' and one to talk about 'chickens'.
- Each of these students has approximately one minute to speak about their assigned topic.
- Meanwhile the third student should prepare for their role. The third student needs to compose a speech which combines both of the topics the previous speakers have considered. In this case they would need to find a way to link pirates and chickens in the same speech.

Options:

- At a more advanced level you should think about using topics that you might consider for a public speech topic. Initially you could use different arguments from the same public speech topic. At a more advanced level you might consider combining two public speech topics within the same exercise.

Exercise 3: How to structure you ideas to form arguments

- You should make a proposal and ask a pupil to say whether or not they agree. They should then give one short reason why the proposal should be accepted or not accepted, speaking for a maximum of 20 seconds.
- You should then ask another participant to repeat the point and spend time explaining why the point is true and important, speaking for at least 40 seconds.
- Ask a third participant to add some evidence to provide some additional credibility to the argument, this should expand to fill about 30 seconds.

Options:

- If pupils need help explaining things more quickly you could reduce the amount of time they have to speak. If pupils need practice at speaking for longer or detailing further explanation or evidence you could give them a longer period of time to speak.

Your structure can also be aided if you can find a single theme that links the names you are using for your different points. This theme may be an analogy to a familiar story, song, well known person or event. It may even simply be a set of words.

Winston Churchill once used a garbage pile of a range of things as a theme upon which to base a short speech on European history before the War. It began by discussing how history often fails to capture the attention of the public, because at a glance it is impossible to view the detail beyond the trash heap of random events. On closer inspection however you can identify the items of interest, a globe, a bayonet, spice from the Middle East. In this way history is similar, it rewards inspection with revelation. The speech concludes by arguing that both are highly flammable, and a failure to pay it due care and attention may yield disastrous consequences in the future.

This kind of analogy helps the audience to remember the speech and connects two apparently disparate subjects together in a way which engages the audience.

Public speaking – how to engage a particular audience

Pupils giving public speeches will often have to vary their vocabulary, tone and level of explanation according to their audience. As a result students should practice addressing a variety of different potential audiences. The crucial part of this exercise is to ensure that the same topic is used for different audiences, this should help pupils understand the different approaches necessary.

Discussion: encourage pupils to suggest different types of audiences that a speech might address. This list could prove limitless but the following offer some initial suggestions: politicians, school pupils, doctors, business people, old people, teachers, lawyers, builders or charity workers.

Preparation: You should then select a topic and pick three groups from your class list. Divide the topics between the group and working in small groups pupils should try to think about the following questions. Before you do this you might remind the group that this exercise will involve them making generalisations and to a certain extent stereotyping an audience. You should remind them that people will not necessarily conform to our expectations of what they should interest them. There may be young people who don't enjoy playing computer games or sport; similarly there may be old people who are deeply interested in computer games and extreme sports. All pupils are trying to do is to think about what an 'average' person for this group might be interested in and the language which they will be able to understand effectively.

- What about this topic might interest this group?
- What concepts, language or ideas might need to be explained in more detail for this group, in order for the speech to engage this audience?
- What in particular might this group not be interested in about this topic? If this is a core part of this topic is there any means which they might engage with it?

Delivery: Students should then prepare an opening first minute of a speech to that audience introducing their speech and trying to convince the audience that they should listen to the rest of the speech.

Discussion: The most important part of this activity is the discussion afterwards. You should ensure that after students present that they actively compare and contrast the different interest points and language use in each of the one minute speeches. You should encourage them to think about audience as much as possible throughout their speech preparation. When they come to speak they will of course most often have to think about addressing a quite varied audience, in which case they need to ensure they have cross-group appeal by ensuring they do explain as fully as possible the context, their arguments and any examples they use.

Example: your students might consider the topic 'computer games are a force for good in the world'.

Pupils:

- Interest: This group might be superficially easy to engage, they know something about the topic and might have extensive personal experience playing computer games. However, that can also prove a challenge, you will need to find a way to interest them and to tell them something they might not already know. For instance you might research the cutting edge new technologies being used that might appear in the future? Alternately it may be the case that your audience is used to hearing about all the harms that computer games cause, your speech could aim to spur them to action in defending the benefits they bring to the world.
- Language use: This group will probably be aware of the specific terminology that an older audience might need to have explained in further depth. They are also likely to be aware of the most well known products and therefore examples will not need to be explained in substantial depth.

Business People:

- Interest: this is a group which may have little or no information about computer games so pupils will need to attempt to demonstrate the direct relevance of the topic to them. They may choose to focus on the profit margins made by computer games producers, or compare the size of the market to other big media markets like film or television. They might speculate on the future growth of the market and encourage business people to investigate the possibility of moving into the sector.
- Language use: unlike the audience of pupils this audience will require a greater explanation of any specific references to games or technical language. The style of speech will probably be more effective if it is more formal.

Advanced Exercises

'Keep my attention'

After students have gone through the above exercise and are getting used to appealing to particular audiences you should attempt this exercises with them. This exercise in particular requires a significant level of maturity from students you should use your judgment as to whether you feel it is appropriate for your students.

- Students each suggest a topic and place the topics in a box. Several students should select topics at random from the box and will each have a few short minutes to prepare their speech. They will need to speak for 2 minutes on this topic.
- They need to ensure they keep their audience interested throughout and that they do not deviate from the topic they have been given.
- The rest of the class need to raise both their hands in the air while the student is speaking. The students should keep their hands raised for as long as they are interested in what the student is saying. If they feel they are losing interest they should drop one hand down, this should be an indication to the speaker to try and engage more fully with the audience. If they are still uninterested they should drop the second hand.
- If all hands are dropped the speaker stops, if the student manages to last beyond 2 minutes then they have succeeded.

'Make it sound good, make it sound bad'

If your students need help developing their language skills and in particular how to characterise things in a particular light given an audiences interest you might use the following exercise.

You should give the class a series of neutral statements such as 'Mumbai is a big city' or 'the Sahara is dry' and ask them to make the neutral statement sound good or sound bad. For instance to apply this to 'Mumbai is a big city':

- Sounds good: Mumbai is a bustling, bright and vibrant economic centre fast developing into one of the most important cities in the world. Sprawling as far as the eye can see, every corner reveals new opportunities, sites and people to meet: from the piquant aromas of the Mirchi Galli (spice district) to the history steeped Mani Bhavan there is so much to behold.
- Sounds bad: As the most congested city in the world it is almost impossible to navigate Mumbai's claustrophobic, suffocating streets. The city provides the starkest contrasts from the venal extravagant wealth of the political and celebrity elite to the grinding poverty of the Asia's largest slum in Dharavi.

Public speaking – openings and endings

In many ways the start and the end of your speech are the most difficult and the most important parts of your speech. You should plan them carefully and aim to know them from memory.

Your introduction is the very first impression you will make on the audience, so make it a good one. Rather than explaining, in an uninteresting way, what your topic is about, try to grab the audience's attention.

Compare these two openings:

Dull opening
'Today I want to talk about global warming caused by carbon emissions. I will show how the rise in global temperatures will lead to inundations of low-lying ground, droughts and food shortages in some areas, disruption to the ecosystem and civil unrest. I will then tell you what we can do to stop these effects from occurring.'

Attention grabbing opening
'Floods; famines; plagues of locusts; war, death and destruction on a worldwide scale – no, not prophecies from the bible, not the scenes of a Hollywood disaster movie, but predictions for the real world in the next twenty years from top scientists, if we continue pumping carbon dioxide into the atmosphere and altering the global climate. In my speech I want to show you how easy it could be to avoid this doomsday scenario, if we only wake up to the reality that this time it's fact not fiction.'

Conclusions are the main thing the audience will hear from your, so you should ensure they leave sure of what you have said and thoughtful about their own approach to it. This could be achieved, for example, by a rhetorical question which you hope will set a departing challenge to the audience – remember to be sure you have already provided the answer to the question beyond doubt throughout your speech. Rhetorical questions are meant to be answered by you, not by the audience. Also remember that concluding on the theme with which you started makes your speech more unified, and therefore more memorable as a whole to an audience, especially if they are watching a number of speeches in succession. This extract from Barack Obama's 2008 speech 'A More Perfect Union' demonstrates a theme introduced in the opening and returned to at the end.

Opening: 'Two hundred and twenty one years ago, in a hall that still stands across the street a group of men gathered, and with these simple words, launched America's improbable experiment in democracy. Farmers and scholars, statesmen and patriots who had travelled across an ocean to escape tyranny and persecution finally made real their declaration of independence at a Philadelphia convention that lasted through the spring of 1787.'

Conclusion: 'But it is where we start. It is where our union grows stronger. And as so many generations have come to realise over the course of two-hundred and twenty one years since a band of patriots signed that document in Philadelphia, that is where the perfection begins.'

Public speaking – how to answer questions well

There are a wide range of contexts in which one might be expected to answer a series of questions in front of an audience. Any number of leaders in business, politics or the media may have to give a press conference and answer questions during or afterwards. Any Annual General Meeting (or AGM) of a society might require members to produce a report and be able to respond to questions. A presentation in business, government, law, economics or any other subject might also require an ability to respond to questions.

Preparation for answering questions

It may be an idea to prepare a quick reference sheet with most of the main facts, figures and points you have made throughout your speech in an easily accessible format. This will help you give the appearance of having all the facts immediately within your grasp and will enable you to help bolster your questions with evidence and supporting facts.

If you have time to run through the speech before the actual presentation then you may wish to ask fellow pupils or friends to ask practice questions to you. This will help you decide what 'line' you are going to take with regard to particular questions – rather than waiting until the moment the question is asked.

If you can you should also begin to formulate an answer whilst the questioner is still asking their question. However, be careful that you still fully understand the question being asked.

Answering questions

1. Be direct. Answer the question. This may seem obvious but it is important that you address the question directly. Avoiding an answer will only frustrate the questioner and more importantly could negatively affect the audience's view of you. It is perfectly reasonable to pause for a few moments to consider a response, perhaps take a sip of water from your glass while thinking. However, you should aim to answer the question.
2. Short answer. The answer you give should be relatively short and simple, although this will depend on the type of question being asked and the nature of the subject.
3. Set the agenda. After you have briefly answered the question you should find a way to move onto the subject matter that you want to reinforce. This should be in some way related to the question but should also offer the opportunity for you to re-emphasise the material that you want to emphasise from your speech.

What if you don't know the answer?

- If time might enable you to think of an answer then, as a case of emergency, you might consider some delaying tactics. For instance you might say 'that's a really interesting question...' or 'thanks for your question, I haven't considered that much before...'
- It is perfectly acceptable to ask for a clarification of the question. This might be particularly necessary if a question is particularly long, complex or perhaps just confused.
- Whilst in an ideal situation you will want to be able to respond to all the questions in a sharp and effective manner there will almost certainly be questions about which you have little or no knowledge. It is perfectly acceptable to admit not having a great deal of knowledge about a particular question. You could for instance use something similar to the following phrase: 'that's a good question... and one I'm not sure I can comment on with full authority without more research however, from what I know I think...'.

Non-verbal communication when answering questions

- You should make sure you make eye contact with the questioner, especially during the time they are asking the question. You might also consider the odd encouraging nod of the head if you are beginning to understand what their question refers to.
- When giving your response to the question you should initially or occasionally make eye contact with the questioner again but should remember to broaden your response to the whole room. If you only focus on the questioner it may make them feel slightly under pressure but also has the potential to alienate the rest of the audience. You want to encourage them to listen and to feel part of the whole experience and you can in part do this through your non-verbal communication with them.
- On the whole you should use open body language you should avoid crossing your arms or presenting in a way which appears to unreasonably object to the speaker's position. You can certainly disagree with the question, or the premise of the question but you should try and appear to be conciliatory or at the very least stepping above any hostile questions that you receive.

Public speaking –opposing opinions and contrary evidence

The most interesting speeches often make claims that are controversial or counter-intuitive. This means that although a speaker will hope, in the course of their speech, to reason their way to a firm conclusion there will be much evidence any many opinions different from their own. A speaker shouldn't ignore these differing points of view, it is apparent to an audience when an issue can be seen from more than one point of view and it will reduce a speaker's credibility if they seem not to recognise that.

Most speakers should take time to acknowledge, explore and recognise other points of view, before comparing them carefully with your own evidence and reasons to come to a balanced conclusion. Try not to be too dismissive of alternative views; instead try to demonstrate that your position is more convincing. After all, an audience is more likely to be persuaded by someone who understands the alternatives and still rejects them in favour of their position, than by someone who only knows and understands one view.

The best way for speakers to prepare to challenge opposing opinions is to focus on their techniques of argumentation and rebuttal. Many of these can be developed by following the guidance in (Chapter B regarding rebuttal). However, students must be careful. The public speaking format is far less confrontational than parliamentary debating, as such students will need to attempt to deal with opposing opinions fairly and in a balanced and reasonable fashion. Below are a few tips to help them think about how to approach this:

Consensus building

There may be a quite stark division in approach to the topic you are covering from those who have an opinion on the topic. It is tempting particularly when preparing your own speech to pretend that there are only two possible approaches to an issue: the side of reason, justice and wisdom (your side) and the ill-conceived, irrational and unthinking ideas of the other side. However, there is usually a middle ground. If you can, especially when dealing with hostile opinions, attempt to see the other side's point of view you are far more likely to win support from the majority of the room.

Dealing with difficult examples

There may be difficult examples which do not fit well with your speech. Instead of ignoring them and perhaps having to deal with them at short notice during the questions period you should think about directly dealing with them in your speech. You could try to show why this example is unique and therefore not likely to apply in most cases. You could argue that whilst this example might hold a range of other examples provide counter-veiling evidence.

Public speaking –non verbal skills to best effect

Most of the following is advice particularly if you are beginning. It is crucial to remember that when first starting to give speeches you need to feel as comfortable as possible. If you can incorporate some of the advice below then you will appear more confident and will be able to engage more effectively with your audience.

Body language

- How should you stand? At the start the best method is to ensure your feet are planted firmly to the ground and that you try not to walk about too much. If you can, place your feet slightly wider than shoulder width apart that should prevent you from swaying back and forth or walking about in a frantic fashion – both of which can prove extremely distracting.
- Hand gestures should help reinforce your structure or should help emphasise particularly important parts of your speech. In general you should try and emphasise inclusive and open postures which convey a sense of openness and inclusiveness. In particular you should avoid crossing your arms.
- These hand gestures should also help to emphasise a change in speed or to remind audiences of the number of points that you will be making or will have made.

Clothing

- In general you should wear clothes you feel comfortable in, this will enable you to feel confident and secure. On the whole dressing formally or in a smart fashion tends to enable you to exude confidence and authority, whereas a more casual approach might be more appropriate for a less formal setting.
- As a rule of thumb you should try and dress one level smarter than your audience. This will help you to stand out, ensure that you appear confident and that you have prepared for the occasion.
- All of this is audience dependant, if addressing a group of your peers in the class room it might not make much difference.

Facial expressions

- Eye contact is absolutely key to engaging with your audience. If you don't appear to be making eye contact with your audience they may assume that you do not fully believe what you are saying. When in front of a large crowd it is more important to give the appearance of making eye contact than with actually making eye contact. In general as a rule you should break any room into 3 overlapping segments and move to speak to each section at different points during your speech. If you focus on only one section those not being focussed on might lose interested. If you feel uncomfortable making direct eye contact one way you can avoid this is to make contact just above their eyes, this will make them think that you're making contact without having to actually make contact. Remember the audience can be all around you or above you.
- Facial expressions. The general rule here is to appear as natural as possible; your facial expressions should reflect what you're saying. You should not attempt to force yourself to use expressions you are uncomfortable with – this will risk you looking bizarre and
- In general the more level your head is the better you will be able to control your voice, it prevents the stretching of the vocal chords and allows you to project much further.

Using a room

- The larger the room the louder your voice needs to be. If there's lots of furniture within a room then again you'll need to be louder because it will contribute to the absorption of sound. When possible try and sound test the room in advance.
- Check throughout your speech, make sure you watch the people at the back of the room closely during the first part of the speech to make sure they are reacting in the way that you want them to, a good indication that they can hear you.

- Always use the room in the way in which you are happy. If everyone else uses a lectern and you don't want to then you don't have to. If you prefer to walk about a little during your speech you might consider doing this although you should avoid looking like a chat-show host.

Using objects

- Table or lectern? Unless you've memorised your speech or are using prompt cards you will probably need somewhere to place your notes. A table or a lectern can also provide a little distance between you and the audience which can be useful in some speeches. With no objects between you and the audience you can be most connected to the audience.
- You should avoid, where possible using other objects or props in your speech. They will usually prove a distraction. Public speaking is ultimately a speaking exercise and you should be able to draw your audience in through your use of language and more general engagement.
- Using overheads or audio-visual support. In general this equipment should be used sparingly and only to simplify really complex things to save time. If they are used the next part of a speech should consciously re-focus attention on the speaker.

Section F – Public speaking as part of the curriculum

About this guide *(title)*

- Why should you use public speaking within your ordinary curriculum lessons?
- Lesson plans for introducing debating to your class
- Subject-specific topic ideas

"Public speaking can bring the classroom to life" *(Quotation)*

Introducing public speaking across the curriculum

What are the benefits of using public speaking within the curriculum?

Public speaking can help develop a range of skills that can help students to succeed across a number of subjects and after the leave school. Many of the skills are complement those that your students will already be developing.

In honing their skills in Reasoning, Explanation and Prioritisation students will be able to:

- Research topics that are of interest to them and use a range of evidence and information to support their ideas.
- Interpret and analyse sources of material critically, identify a range of different opinions and come to a balanced and well reasoned view.
- Structure an argument in a clear logical form.

In developing their Argumentation and Presentation skills students will be able to:

- Express complex ideas and information in a persuasive and engaging oral form.
- Present an argument that takes account of a range of different viewpoints to try to convince others to change their minds or take action.
- Use language in a thoughtful, reflective and precise manner.
- Explain their viewpoint to a wide audience and reflect upon the research and preparation they have done.

In improving their Listening and Response skills students will be able to:

- Listen to a range of questions and respond to them in a constructive fashion.
- Select different rhetorical techniques and styles of language to react to questions and concerns from the audience.
- Listen to questions and respond quickly, critically and cogently in order to clarify points and challenge ideas.

In improving their Evaluation and Reflection skills students will be able to:

- Question and reflect on different ideas, opinions, beliefs and values
- Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree whilst attempting to reach consensus.
- Make independent judgements about how to communicate effectively and sustain formal interaction.

Getting started – first session

1. The best way to introduce students to public speaking is to ask them for as many examples of public speeches that they can think of. You should encourage them to draw upon their personal experiences. Students may have seen a relative or family friend give a speech at a wedding, they may have watched a presentation; they may have seen a eulogy at a funeral or they may have come across a politician speaking on the radio or on national television.
2. Next you will want to show them a public speech. If you have access to IT or audio resources then this is a perfect opportunity to play them excerpts from some of the great historic speeches of the 20th and 21st century.
    i. You may want to explain the context for the speech in some detail first, to ensure they have an idea of what the speech's aim is and to ensure that they will understand why the speech is important.
    ii. If you have time you should try to show them the speech more than once. The first time you should just ask them to listen to it, in this regard they will experience it in a similar fashion to an audience rather than a group of critics. Afterwards you could ask them what they thought of it? If they liked it why did they like it? What was effective about it?

iii. If you have little time and can only afford to show it to them once (or if you've already shown it to them the first time) then you should ask them to think about the following while they're listening: What is the clear message and/ or purpose of the speech? What makes the speech effective? How does the speaker make effective use of language? What changes in volume and tone does the speaker use? How does the speaker capture your interest.

3. Class discussion: After students have listened to or watched the speech you should then organise a class discussion. You could assign different groups or pupils to different areas, with some focusing on language and others focusing on tone and volume. The idea is to pull out the range of techniques that a speaker might use to persuade an audience of a particular point of view.

Getting started – developing public speaking skills in depth

Having introduced the concept of public speaking to them you will need to get them to understand the main concepts involved in creating a speech. The means by which you do this will vary depending on the amount of depth you wish to go into each topic and the time you have available.

5 lesson plan

1. Topic selection and statements of intent. You could follow the exercises 'topic from a box' to help support their understanding of topic selection and the 'statement of intent' exercise to help introduce them to this concept (pages 80 to 81). Students might be encouraged to prepare a topic with a statement of intent as part of a homework task. They should make sure they bring their work to the following lesson.
2. Supporting a statement of intent. To introduce this material you should think about spending most of the lesson practising the PEEL method of argumentation and using the exercises on pages 27-28 to help students put these skills into practice. Students should take their statement of intent from a previous lesson and intend to apply PEEL to a number of arguments that they think might be appropriate.
3. Audience engagement. Before students fully structure their speeches they will need to think about the kind of audience they are set to engage with. You may wish to use a combination of class discussion and the exercises 'make it sound good, make it sound bad' and 'keep my attention' to help develop their audience engagement skills. They should then think about how they will engage with their audience on the topic they are preparing.
4. Structure and openings & endings. By this point students should be close to having a very well prepared speech, you should help them work through the exercises on pages XX and XX. Students should finally turn to their openings and endings, hopefully after all the other work they have done they should have an idea for a unifying theme that they can open and close the speech with.
5. Preparing for questions: the best way for students to prepare for questions is to arrange them in small groups. Each student should prepare a one minute summary of their speech. Each should then deliver their one minute summary to their group; the rest of the group should prepare to ask one question each to the speaker once they have finished their main speech. If your students are mature enough you could perhaps ask one student in the group to assess the quality of the questions and the responsiveness of the speakers, remembering to ensure that their feedback is positive and suggestive of improvements where appropriate.

3 lesson plan

1. Statements of intent and supporting statements of intent. Here you may wish to allocate topics directly to students. After this use the 'statement of intent exercise' (page 80-81) although this should be only briefly surveyed, most of the emphasis should be on providing students with the PEEL (pages 27-28) argument structure and helping them to put this into practice.

2. Audience engagement: after having fleshed out some main arguments students should they participate in the audience engagement exercise contained on pages 78 to 81. If they have time they should be encourage to think about which arguments their audience will be most receptive to.
3. Structure and openings and endings. At this stage students should be beginning to prepare their full and final speeches. They should be encouraged to work through the exercises from page 88 onwards.

Getting started – the final presentations

The slight difficulty compared to debating is that it is more difficult to involve the whole class with full public speeches, in a way that ensures all students get to give some form of speech. Instead you will probably want to pick between 3 and 5 students to deliver their speeches, you may not want to tell the students exactly which one of them will be speaking until the lesson itself (to ensure they all prepare fully).

To maximise the amount of time you have to allow students to speak and ask questions you should consider the following:

- The desks will not need to be substantially arranged, just ensure there is adequate space at the front for the speaker to speak from.
- Nominating a pupil chairperson who can introduce the speakers and topics and keep order during the question session can be a good way to involve more students actively during the activity.
- You may also want to choose a pupil time keeper to make sure that each speaker doesn't overshoot their time.

A whole school approach

In an ideal world, the school would have a whole-school approach to speech and debate. If the department, perhaps the English department, committed to every pupil being introduced to speech and debate by the end of their first year then all other teachers could use speech and debate within their class rooms without having to teach it first.

Public speaking should help students improve their confidence particularly when responding to questions and preparing to construct arguments in essays.

What subjects can public speaking be used for?

The materials in this section are designed as a model for how to integrate public speaking into History and English classes with some ideas for other subjects. However, public speaking exercises can work well in almost any subject developing skills in critical analysis, organisation & prioritisation and presentation & delivery.

A sample lesson plan for the use of public speaking in history

Sample lesson plan: speeches on the eve of the October revolution in Russia

This lesson is designed to help students to link the material they have already studied on the causes of the October revolution with the revolution itself. Students will have studied the events leading up to the October revolution. Their task is to imagine themselves in the role of a Bolshevik trying to encourage ordinary workers in St. Petersburg to support their cause. They will have to put into practice all of the

skills they have learnt through public speaking so far to convince their audience to follow them into revolution.

Preparation

- Good preparation for this task would ensure that students are familiar with the events leading up to the October revolution. They should have an awareness of the following:
    - The failure of the all-out military offensive in July 1917, the protracted and costly involvement in World War I (leading to high levels of foreign debt), the Kornilov coup attempt in August 1917, high levels of indiscipline and desertion within the army and public support for a speedy end to the war.
    - The general economic situation in the lead up to October 1917 including but not limited to: the decrease in industrial production, soaring levels of unemployment, dramatic reduction in average wages, a series of mass strikes.
    - The general situation with regard to land and property, the dominance of ownership by the landed aristocracy, the economic situation of both urban workers and peasants, the peasant uprisings throughout 1917 and the punitive detachments sent in response by the provisional government.
    - The exacerbation of food shortages caused by the war, a reduction in agricultural productivity and a general decline in trade during the period of conflict.

Section G – Extended debating formats for a class of 30 or above

About this guide

- **Suggestions on how to add roles such as judges, reporters to a debate to create a lesson that provides extensive individual tasks for each student**
- **15-a-side formats for involving everyone in the class**

"I've been able to involve my whole class in an exciting and fully differentiated lesson"

Actively involving a whole class in your debate lesson

The standard parliamentary debate model detailed in Section C only involves eight students for most of the debate and, even with further students participating through floor speeches; you may want to widen direct participation further. This section has a number of ideas for formats based on Section C's parliamentary debate model that will actively involve your whole class in exciting lessons that have something to offer all students.

Combined preparation followed by several debates

When beginning to use debate with your classes, preparation of the material and speeches will take up the most time. However, you are likely to find that students will enjoy watching their peers debating and be quite attentive audiences.

The simplest solution to involving lots of students simultaneously in a programme of debates would be to split a class of 30 into ten groups of three (making up five debates on different topics) and have the groups all prepare topics at the same time, before then staging the debates consecutively.

If you have relatively short speeches (e.g. two to three minutes) it should be possible to fit two debates into a lesson. A set of debates could run as follows:

Lesson 1
- Review debating format
- Divide into ten groups of three; motions assigned
- Preparation

Lesson 2
- Preparation continued
- First debate

Lesson 3
- Second debate
- Third debate

Lesson 4
- Fourth debate
- Fifth debate

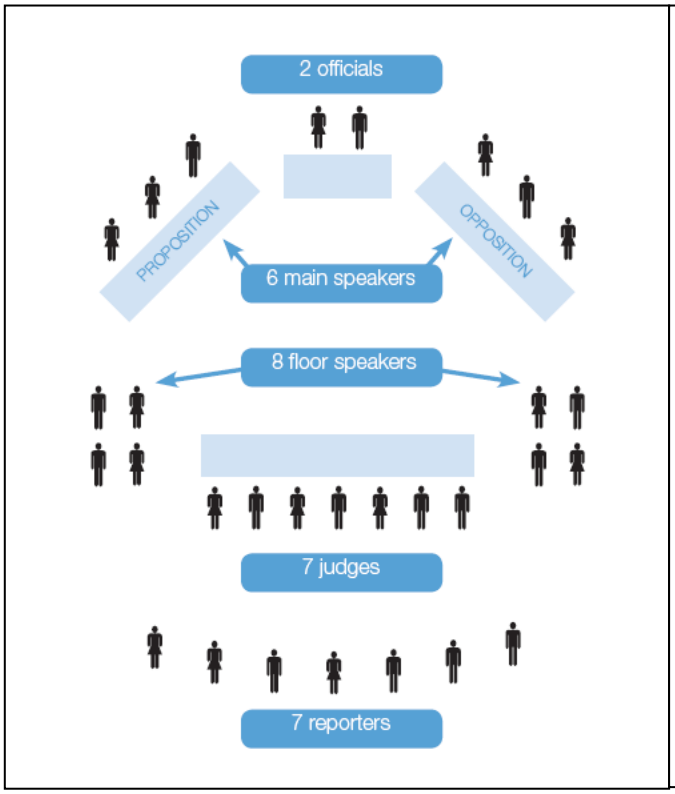
The spoken activities in lessons 2, 3 and 4 can serve as stimulus for written homework by the audience.

Other ways to involve more students

The rest of this section looks further ways to involve all your students: the first adds a number of specific roles, while the others look at splitting up the existing roles and dividing their parts out among the class. The section also presents you with an idea of the kinds of skills necessary in order to complete various roles so that you can best match students with the roles that they will be able to deal with effectively.

Formats for 30: Extended format with judges and reporters

This model involves all 30 members of a class in active roles, which integrate differentiated, individualised learning and peer assessment.



2 officials: The Chairperson and timekeeper

Chairperson
Spontaneity: ***
Preparation: **
Teamwork **
The chairperson needs to be someone who can command authority among their peers (in the first few debates it is best if the teacher chairs). To prepare, the chairperson needs to be certain they are on top of all the standing orders (rules) of the debate and have found out enough about the speakers to be able to introduce them. They must be confident enough to intervene if required

Timekeeper
Spontaneity:
Preparation:
Teamwork *
This is a role with little complexity, nevertheless it is a role which students tend to enjoy, which requires concentration, and which is vital to the success of the debate.

6 main speakers

The roles of the six main speakers are examined on pages 41 to 44, but now we can look more closely at the different skills required in each role.

First proposition speaker
Spontaneity:*
Preparation: *****
Teamwork: *****
The first proposition speaker needs to be someone who will put in a good amount of preparation doing research so the debate begins from a really solid starting point. But because they come first in the debate, they don't need to worry about responding to previous speakers; while they should be encouraged to be spontaneous by responding to one or more points of information, a shyer speaker may refuse these if they want. After one or two debates in this position, such a shy but- studious type may feel ready to move into a position requiring more spontaneity.

First opposition speaker
Spontaneity:*****
Preparation:****
Teamwork:*****
The first opposition speaker may have the most difficult role in the debate; they need to respond to the proposition's case without having had much time to think about it, which can be difficult if the proposition's case is slightly different from what they expected. They also need to do their research fully so they have facts and figures to hand to support their own and rebut other's arguments.

The second speakers
Spontaneity:****
Preparation:****
Teamwork:*****
The second speakers need both to prepare (so that they are able to continue the case begun by the first speaker on their side) and also be spontaneous (through rebuttal and Points of Information).

The summary speakers
Spontaneity: *****
Preparation: *
Teamwork: *****
Summary speakers should, ideally, have nothing written down before the debate. They should listen carefully— making a few notes as they go along, if they wish—and decide on the final order for their speech during the floor debate. Argumentative students who may not be the most diligent at preparing a debate often excel in this role and may then be encouraged to take on a role which requires more preparation in future debates.

8 floor speakers

In this format, eight speakers are specifically told before the lesson that they will have to deliver a floor speech. Floor speeches can be a stepping-stone on the way to a full-length speech, but they can also be used to
continue to stretch more able students who may already have given a main speech in previous lessons.

Less able floor speakers
Spontaneity: **
Preparation:**
Teamwork:
Floor speeches can be as long or as short as the speaker wants.

Someone who has real difficulty speaking may just want to stand up and say one or two sentences lasting 10 to 15 seconds, while someone who hasn't very many ideas of their own could simply reiterate a point already made by one of the main speakers.

Slightly more able floor speakers can be encouraged to give a speech of a minute or more, preparing the way for giving a full speech in a future lesson.

More able floor speakers
Spontaneity: **
Preparation: ***
Teamwork:
The task of making a floor speech can be made more difficult by specifying criteria which the speakers must fulfil:
o A speaker may be required to make a point which isn't for or against the motion, but rather is in abstention and may propose a third way.
o In a debate in history the challenge may be set to make a floor speech which takes issue with the sources used as evidence by one of the sides or, in a science debate, to take issue with the use of statistics.
o The speaker may be challenged to point out logical fallacies (see page 132-133) or distorting rhetoric such as hyperbole.

7 judges / peer assessors

As our section on judging and assessing debates (Section F) of this guide shows, assessing debates is a demanding task requiring highly developed note-making skills and the ability to concentrate for sustained periods. It is too difficult for most students to follow the judging method described in that section, but if judging is broken down into constituent parts each of the judges has a manageable task. Of course, peer assessors learn not just how to become active listeners, but also how to be reflexive speakers when they next give a main speech.

Expression & Delivery judge

Difficulty:****
Follow-up:***
Teamwork:***
This judge should be looking out for all the key aspects of good style (word choice, audibility, vocal skills, body language, rhetoric and humour).

Reasoning & Evidence judges

Difficulty: ****
Follow-up: ***
Teamwork:****
These judges should make notes of the entire content of the speeches, so they can review and discuss this at the end of the debate. There are two approaches:

- They can take turns, with one judge noting all the proposition speakers' content, and their partner doing all the opposition speeches (giving time for their wrists to take a rest).
- Both judges do all speeches, comparing notes afterwards to fill in any gaps.

Chair of the judging panel

Difficulty:*****
Follow-up: ****
Teamwork: *****
The chair has the hardest job, as they need an overview of all aspects of the debate. A really able student might attempt the full approach to judging illustrated later in the book. However, it is probably better if they have their head up watching rather than down making notes; they should watch the debate and only jot down the odd comment when they notice an aspect of Content, Strategy or Style that will need to be discussed later on. Following the debate they chair a discussion between all members of the panel.

Listening & Response judge

Difficulty:***
Follow-up:***
Teamwork:***
This judge keeps a tally of Points of Information made and taken by each of the speakers, and may also take notes of the actual content of Points of Information and rebuttal and how effectively teams responded to each other. At more advanced levels they will need to consider how strong responses were and whether teams responded to the most important arguments in the debate.

Organisation & Prioritisation judges

Difficulty: ***
Follow-up: ***
Teamwork: ***
These judges should tick-box whether or not the debaters have fulfilled their speaker roles, chosen their arguments well, adapted their arguments to take account of the flow of the debate and engaged sensibly in rebuttal. They should also note down each point in brief so they can assess speakers' skill in structuring their team's case and individual speeches.

A feedback session is scheduled as a starter for the lesson after the debate. The chair of the judging panel (or another nominated panellist) should say what the judges thought of the debate, identifying positive points and areas for improvement. A winner need only be specified if it is appropriate to the group's needs.

The lack of a written record of students' achievement is one frequently cited reason why teachers don't use debate as a teaching strategy as often as, say, an essay. What is there to show to Heads of Department, to inspectors, or to parents at parents' evenings? However, judges and reporters provide us with many ways to build up written records of achievement. You could also ask other participants to reflect on their own strengths and weaknesses or ask them to assess who they thought won the debate.

Further alternatives for using speech and debate with a large class

Option 1: seven reporters

The final seven members of the class are involved as reporters on the debate. They will need to use a range of note-taking strategies and will be able to practise writing in a range of exciting registers. Ideally, the reports should be published in some way; perhaps in a year-wide or school-wide forum such as a newspaper, webpage, podcast or a downloadable movie clip. You may also want to use reports produced by older students as a stimulus for studying a similar topic with much younger students.

International newspaper correspondent

Difficulty: ****
Follow-up: ****
Teamwork:
The broadsheet reporter needs a formal register and an objective approach to report on the debate. A more able student might report with a slight bias writing for a newspaper that might typically be in favour of the proposition or a newspaper that might be typically in favour of the opposition.

Tabloid reporter

Difficulty: **
Follow-up: ****
Teamwork:
The tabloid reporter writes a report in less formal language, probably with some degree of bias. Advanced students might want to take on the persona of a particular newspaper and attempt to assess the debate from a typical perspective that would be expected of that paper.

Newspaper sketch writer

Difficulty:***-*****
Follow-up:*****
Teamwork:
This is the kind of report sometimes found in international or more upmarket newspapers. The report allows journalists the chance to concentrate on stylistic aspects of the debate by writing character sketches of the participants. They might focus on a particular emotion displayed by a speaker or a tough exchange between two speakers.

TV Newsreader
Difficulty: *
Follow-up: *****
Teamwork:
The TV Newsreader needs to provide a concise and accurate report of the debate. They will need to provide a headline short description of the subject of the debate and then will need to enter into far greater detail. They will need to largely remain impartial attempting to ensure that both sides are characterised fairly and that each is given an even weighting.

Official parliamentary recorder
Difficulty: ****
Follow-up: ****
Teamwork:
Official parliamentary recorders have several options. They may either make notes for the whole debate, it might be a bit much to ask students to make a verbatim transcript of the whole debate but they should give a semblance of the main material in each speaker's speech. This tests their listening ability and their ability to summarise a large amount of content quickly and succinctly. They will also need to be able to take accurate and extensive notes.

Radio or TV reporters
Difficulty: *** - ****
Follow-up:*****
Teamwork: *****
It is easiest to do a radio recording; one or more simple microphones and a minidisc or mp3 recording unit are all that is required, along with simple computer-based audio editing software. Making a TV report is more complicated and might only be attempted once a group has experience filing radio reports. The greatest challenge is in the edit: which sound bites should be used from the debate? How long should these excerpts be? How does one give equal weight to both sides? What voiceovers will be used? How does one balance footage of the debate itself and vox-pops with the audience?

Option 2: Community Reaction

Much like the role play exercise explained on page 13-14 of the guide you could use this as an exercise to involve a full class. Almost every debate will have a number of groups that could be affected by this policy. The students have to listen to the debate and take notes but from the perspective of the group that might be affected by the motion. They should then choose to side with the proposition, opposition or to abstain but whichever they decide they must provide a written justification for why they have taken the position they have. Their justification must realistically represent the sort of person they are trying to take the role of.

For example, in a debate about legalising euthanasia you might involve the following groups:

A terminally ill person
Would they agree with the proposition or opposition? They might be torn between ending the suffering they endure and missing out on the small chance of recovery or the discovery of a new treatment. They might be concerned about the impact of their treatment, in terms of emotional and financial strain upon family members.

A family member
A family member might want to ensure they can spend as much time as possible with their relative and therefore be hostile to the proposition. On the other hand they might respond to their relative's wishes and want to ensure that they can still choose to end their lives. In rare circumstances they may want to speed the passing of their relatives in order to inherit money!

A doctor
Doctors might be relieved that a practice that many believe already happens could be strictly regulated and protected and that they could save the considerable expense of treating the terminal ill. They might also be worried that patients may be pressured into taking a decision they don't feel comfortable with and they might fear the responsibility they will now have in strictly determining who was eligible for euthanasia. They might worry that assisting in euthanasia would violate a broad principle that doctors should do no harm to their patients.

A lawyer
A lawyer would understandably be concerned with the legal ramifications of the change in the law. How would the system ensure protections from abuse? Would there be an adequate period where patients could reflect before going through with the final decision? Would there be protections to ensure that hospitals did not automatically recommend this option or course of action to patients?

A politician
Evidently politicians would have widely differing reactions depending on their political view point. Politicians that subscribed to strong traditional values might react against giving the state the power to kill people – regardless of whether those people had consented. On the other hand they might believe that people have a right to do what they want with their own bodies and so support the policy.

A religious leader
Once again, religious leaders could have multiple viewpoints on this issue. Many might be concerned with people and doctors 'playing God'. They may however be concerned to alleviate the suffering of those who are enduring a tremendous amount of pain.

Option 3: speaking together

If you have a large class then one option might be to assign a number of students to each speaking position and allow them to divide up the individual sections of the speech between them. You could still place the same time limit on each speech which would ensure that it runs to time; force the students to be succinct in their explanation and ensure that they have to work together as a team effectively to cover their material. A debate division might look a little like this:

Possible group division for a class of 30 (6 groups of 5)

In each main 'speech'

Person 1	Introduction and preview including first proposition group
Person 2	Point 1 (could be rebuttal for later speakers)
Person 3	Point 2
Person 4	Point 3
Person 5	Summary of group's speech and confident final sentence

In each summary 'speech'

Person 1	Introduction and outline of the summary speech
Person 2	First area in which the teams have disagreed
Person 3	Second area in which the teams have disagreed
Person 4	Third area in which the teams have disagreed
Person 5	Response to any outstanding questions and conclusion of the summary

Homework
In this extended format, almost everyone has some homework to do. For some roles this takes place before the debate, while others do it afterwards:

- The chairperson needs to make sure they are on top of all the rules of the debate and may want to prepare short introductions and links.
- Main speakers do their research and prepare all or part of their speech before the debate.
- Floor speakers need to research facts and figures first so that they can – hopefully – add something new to the debate even towards the end.
- The judges need to get together afterwards to discuss what they thought. The chair of the panel needs to prepare the feedback that they will deliver at the start of the next lesson.
- Following the debate, the reporters need to write up or edit together their report.

The main speakers, the chair of the judges and the reporters have the most work to do. However, if debates are held regularly and roles are rotated, everyone ends up doing an equal amount of work in the long run.

Building a written record of your class's debating activity

The lack of a written record of students' achievements is one frequently cited reason why teachers don't use debate as a teaching strategy as often as, say, an essay. What is there to show Heads of Department or school inspectors? Judges and reporters activities not only provide a written record but also allow the whole class to participate. For instance:

- A simple archive of judges' note sheets, perhaps accompanied by a written summary of the panel chair's feedback to the class;
- A journal of the term's newspaper reports;
- A comprehensive minutes book comprised of Hansard reporters' transcripts.

Section H – Judging, assessing and providing feedback on debates

About this guide

- Hints and tips for how to judge a debate effectively
- A mark scheme for judging debates
- Examples of judges' notes with commentary
- Photocopiable sheets to help judges take notes during debate
- How to provide supportive feedback for students to help them improve

"You have to look at what is said and how it is said"

Criteria for adjudicating debates

Speeches are judged by the four categories below. Each teams' scores consist of a total of 300 points, or 100 points per speech (except where a shorter summary speech worth 50 points is used in ESU Mace format debates). In fact almost all speeches will fall somewhere between 60 and 90 points. Below are a series of four categories across which speeches should be judged. Summaries will exhibit many of the same features of a main speech but more specific guidance for adjudicating summaries is italicised under each of the following four categories. You may find it more helpful to read the guidance contained in chapter C first before reviewing this section in more detail later.

Reasoning & Evidence

Reasoning is about the content of the individual arguments each speaker makes and how well they explain them:

Clarity and reasoning: Are the arguments made clearly and are they fully reasoned? Do speakers demonstrate both why their arguments are true and why they are of importance in the debate? Do arguments stand on their own explanation or do they require further arguments in order to be fully convincing? Do students move beyond merely citing precedents to explaining why those precedents are justified and why this position should be adopted more widely?

Examples, evidence and analogies: Are the arguments backed up with plenty of examples? Are these examples fully explained – are they relevant, significant and generalisable? Speakers can use a range of examples: facts, statistics, case studies, news stories, historical references but they must explain them clearly. Students may also want to use analogies to connect with their audience.

Links to the motion: Are the arguments shown to be relevant to the motion?

Revisited material: Did the speaker emphasise the most powerful arguments in their summary speech? Did they go beyond just repeating previous material – did they move beyond it and develop and demonstrate the importance of previous material?

New material: New material is only permitted if it elaborates on—or responds to—material already mentioned by another speaker in the debate. A small amount of interesting and relevant new can be rewarded. Totally new material should be penalised.

Organisation & Prioritisation

Team structure: Did the team's speeches complement each other? Did the first speaker lay out a clear case which was followed by themselves and their partners? Were the most convincing arguments given the greatest prominence in their speeches?

Individual structure: Was each individual speech well structured and easy to follow? Were individual arguments grouped into a logical and coherent whole? Were the most important arguments emphasised?

Adaptability: Did the speaker show that they were able to reorganise their material if developments in the debate necessitated it?

Timing: Did the speaker speak for approximately his allotted time? Did they cover all of the material set out in their introduction? Did the speaker divide their time sensibly between different points? Were the most important arguments given enough time to be sufficiently explained?

There is not time to summarise every argument raised in the debate. Did the summary speaker select key areas of contention that cover the most important material in the debate? Does the speaker demonstrate why the material they have selected is the most important material to win the debate? Did they devote most of their time to the most important issues in the debate? Did the speech reflect the debate as it actually happened?

Listening & Response

Rebuttal: Have speakers been listening carefully to their opponents and shown, in their own speech, why they disagree? Have speakers responded to most of the important arguments delivered by the other side? Did they convincingly and parsimoniously demonstrate that their opponents' arguments were wrong and/ or unimportant? Did they integrate their responses within their own constructive arguments where appropriate?

Making points of information: Have speakers made short and effective points of information, showing they've been listening to speeches intently? Have they offered points of information throughout the debate? Have their points tackled important material in their opponents' speeches? Points offered do not have to directly relate to the current content of the speaker's speech.

Taking points of information: Have speakers taken at least one or two of the points offered to them in their speech and responded to them quickly and capably? *

Has the speaker listened to their own team and the opposing side, reflecting what was actually said rather than what was planned beforehand? Has the speaker emphasised the most important material their team has brought to the debate? Has the speaker demonstrated why the most important arguments offered by the other side are untrue or unimportant? Please note: summary speakers will not have the opportunity to take points of information but should offer them and respond to questions from the floor.

* Speakers should not be penalised if no points are offered to them, or if they offer enough points but none are accepted.

Expression & Delivery

Expression is about how the speaker comes communicates their material rather than the content of their material. It is important to emphasise that there is no 'correct' way of engaging with an audience - a variety of different speaking styles can engage well with a variety of audiences. The speaker's accent is irrelevant to scores in this category but they should speak clearly enough to be understandable.

Use of voice: Is the speaker audible and clear, while varying speed, volume and intonation to keep their speech interesting and to add conviction and authority? Do they use appropriate volume, intonation and timbre given the circumstances and content of the speech?

Use of words: Is the speaker's language varied, persuasive, appropriate and precise?

Use of body language: How effective are hand gestures, eye contact and facial expressions?

Rhetoric and humour: Does the speaker use rhetoric effectively where appropriate? If the speakers are humorous do they use humour appropriately and is it related to the subject?

Use of notes: Most speakers will have some notes from which they speak. The level of detail in these notes will vary from speaker to speaker but speakers should not 'read' speeches which they have written out in full beforehand or recite speeches which have been obviously memorised before.

Mark Scheme for Speeches

90-94 *(45-47)*	An exceptional speech. Every argument is fully developed, replete with carefully selected supporting examples, and shown to be crucial to the debate. The speaker engages flawlessly with the audience using a tone appropriate to the subject matter; utilising a range of pace, volume and language to ensure the audience is gripped. There is full and effective engagement with the opposing team's case (unless there has been no opportunity to engage yet [First Proposition Speaker]) and its structure ensures that arguments flow seamlessly.
85-89 *(42.5-44.5)*	An excellent speech. Arguments are fully developed, effectively evidenced and their importance is demonstrated. Rebuttal engages with most of the important opposing arguments fully and effectively, material in the speech is organised and prioritised effectively. The speaker engages well with the audience in an appropriate and convincing way.
80-84 *(40-42)*	A good speech. Arguments are substantially developed and some evidence is provided although it may not be utilised effectively. The speaker engages well with the other side although some arguments may be left intact. The speech is well organised although there may have been a more effective structure. The speaker uses a range of styles and communicates clearly and effectively.
75-79 *(37.5-39.5)*	An above average speech. Arguments are mostly convincing but may suffer on occasion from an absence of effective explanation and their relevance may not be clear. The speech engages with the other side but may not tackle the most important arguments effectively. The speech will be reasonably well structured. The speaker holds the attention of the audience and is clear but may lack appropriate variation in tone and language which better speeches will contain.
70-74 *(35-37)*	A below average speech. Arguments are provided but they may not be relevant or particularly well explained; there may be substantial gaps in reasoning and arguments may be dependent on arguments not yet made. The speaker will have engaged with the other side but is unlikely to have defeated their most important arguments and may be poorly structured. The speaker is mostly intelligible but may be difficult to follow at times.
65-69 *(32.5-34.5)*	A poor speech. Arguments may be relevant but are neither sufficiently explained nor demonstratively important given other arguments in the debate. The speaker may be unable to engage with substantial parts of the opposing team's case and they lack a clear and appropriate structure. The speaker is mostly clear but not compelling and may suffer from being monotone and uninteresting to listen to.
60-64 *(30-32)*	A very poor speech. Arguments are made but are often unexplained sufficiently, without evidence and sometimes not relevant to the debate. There is little engagement with the other side and where rebuttal does occur it only rebuts an opposing example which does little to attack the overall argument. The speech is difficult to follow; this may be a product of both little meaningful structure and little engagement with the audience.
55-59 *(27.5-29.5)*	Some points are made but they are not explained, evidenced or relevant. There is no engagement with the other side and no clear structure. The speaker is very difficult to follow and will almost certainly be unable to fill their time.

How to take notes and adjudicate debates

Experienced judges all agree about the basic way to take notes for judging, although they all use their own grids and shorthand which they develop over time. Our specially designed forms overleaf will be useful for you as a starting point. In short you should note down the content of the speeches and keep track of your thoughts on the quality of their reasoning, engagement, prioritisation and delivery throughout.

During the debate: Firstly, you must note down the content of the speeches. Use the space on the left of each speaker's grid to make brief notes of *everything* said. Ensuring you have the headlines *and* the details of all arguments made is important. This does not mean that you need to write down every single word, but your notes should be sufficiently extensive such that in an adjudication discussion you can explain not just the titles of arguments but be able to explain how effectively arguments were analysed. Secondly, you should keep track of how effective you think a speaker's arguments and rebuttal are throughout the debate (you may wish to use a different colour pen for this). If there is insufficient explanation you may wish to write this next to the appropriate argument. If an example is not relevant you may wish to write 'relevance?' next to the argument. If a speaker has failed to respond to a key argument made by the other side this should also be noted. Thirdly, you should think about expression and delivery. Have speakers used appropriate language; has their delivery enhanced their persuasiveness? You will probably spend most of the time writing down what they say but make sure you occasionally look at the speaker to ensure you have some comments on their expression and delivery.

After the debate: After the speeches you should spend time looking over your notes. Use the categories above to gauge how effective you think each speaker has been in persuading you and the audience of their point of view. You will recognise that different speeches require different strengths. A first proposition speech will contain no rebuttal so their speech will focus on the other categories primarily. An effective second or later speech is likely to contain a lot more rebuttal than earlier speeches and as a judge you may wish to focus significantly on listening, response and prioritisation. Often the most difficult to hone in upon is the efficacy of a speaker's response and engagement with the other side. In order to do this you may wish to look at speeches side by side and see whether key arguments made by previous speakers have been effectively responded to.

Whilst it is important to consider each speech individually you must always keep in mind the general question: which team persuaded me more effectively in this debate? In order to do this you must ensure you ensure that debate adjudication is:

1. Holistic: Debates should be adjudicated holistically. It should not simply be a matter of 'adding up' the individual scores of each speaker and seeing which side accumulated the highest score. As a judge, you must ask the general question: which team was more persuasive? Furthermore, the categories should not be seen in isolation. Expression and delivery marks cannot be high without appropriately substantial reasoning and evidence. A clearly expressed but poorly analysed speech isn't compelling to listen to. A speech which is deeply humorous but where most of the humour is unrelated to the subject of the debate cannot score highly on expression and delivery. In this case the language, tone and expression have inhibited the speaker from making convincing and compelling arguments.
2. Impartial: You must as far as possible avoid bringing in your own thoughts on the motion into the adjudication. It is not acceptable to allow a team to win a debate because they most accorded with your particular views on the subject. Nor is it permissible to penalise a team for failing to make arguments that you have thought of, or that you think should have been made in the debate. Remember you are adjudicating the debate that happened between the two teams in front of you, not the debate you wanted to happen.
3. Comparative: Judging a debate is ultimately a comparative exercise. You should assess to what extent arguments made are more sufficiently analysed and supported compared to the other team's arguments. How well has each team engaged with each other? How well did each team explain themselves? How well did they use language to engage with their audience?

Announcement, Justification and Feedback

After you have completed your adjudication you will want to give feedback to students. Our suggestion is that you separate feedback into two sections. The first section explains the result and why you came to the decision you came to. The second section focuses on how students might improve upon their performances in subsequent debates.

Announcement, Justification and Feedback

Announcement

There are a number of ways that you can announce the result. In class room debate or during the preliminary rounds of a competition you'll probably want to announce the result and then explain the reasons for coming to that decision. Other judges prefer to talk generally about how the teams did and then to reveal the result at the end. The latter can often lead to a decision which appears poorly justified, especially if the judge is deliberately ambiguous before the result is announced in order to keep up the levels of suspense. For finals and large public debates you will probably want to quickly commend both teams before announcing the winner.

Justification

A good justification of the debate should following the principles of the deliberation section:

- You should aim to be able to *convince all the teams* in the room that your justification is reasonable and fair by the end of your speech.
- It should be *holistic* taking into account the clarity and persuasiveness of argumentation, engagement, delivery and strategy.
- It should be *comparative*, particularly in a British parliamentary context, and should ensure that all of the teams are compared with each other. Each team should understand why they came in the position that they came and why each of the teams ranked higher than them and lower achieved the ranking that they did.
- Where possible, especially with those just starting to debate try not to single out poor performances or to blame an individual speaker for a result. Debating is a team effort and the whole team has to take responsibility for a loss, try and refer more broadly to arguments made by the 'proposition' or 'opposition' teams.
- The justification should also be 'impartial' in the sense that it should not consider material outside of the debate that happened. As an adjudicator you should not justify a decision based upon the debate that you wanted to see happen; nor should you criticise teams for not running arguments that you think would have been more persuasive. If you do wish to talk about things that might have been said then save this for the feedback session.

In most finals judges rarely provide a justification in front of the whole audience but usually give a justification to the teams if they individually approach them.

Feedback

Feedback is one of the most important roles of an adjudicator. It is often best to deliver it to individual teams or speakers away and not in front of an audience. Here are a few brief tips for delivering feedback to teams and speakers:

1. With students who are first starting to debate you should try to 'sandwich' constructive comments about less effective areas of their speech between positive and praiseworthy parts of their speech.

2. Try not just to point out things they did incorrectly, instead offer them constructive suggestions for how they might improve in future debates. Try not to just say things like 'I thought you're analysis wasn't clearly explained enough' instead say that and then show them how they might have more clearly explained their analysis. Instead of just stating that their structure was poor, suggest ways in which they could have structured their ideas more convincingly. If they failed to engage with a particular argument from the other side ask them how they might have engaged with it in general and suggest ways in which they might have engaged with it.
3. This should be a constructive and positive experience for the students involved and hopefully a good feedback session should ensure that they improve as debaters. In this section you can afford, and indeed, probably should be less comparative and offer individual suggestions to speakers on ways they can improve.

There is a wealth of material later in the guide that will provide you with suggestions to how to improve your students debating skills in specific areas. However, you can also use earlier material and exercises in this book to help your students improve.

Section I – The next level: how to develop your students debating skills further

- Tips on debating strategy to improve pupils' performance
- More on points of information and summary speeches
- Additional exercises to target specific debating skills

"It is exciting to watch a pupil hone their skills"

Proposition strategy

Defining the motion

Sometimes the first proposition speaker will have a choice about what sort of debate to set up. Defining the motion is not about defining the words in the motion; it is about identifying the issues to be discussed and defining the scope of the debate. This should be laid out at the very beginning of the first speech. A good definition is as close as possible to what an ordinary person would understand by the motion: the idea is to clarify what's being debated, *not* to surprise your opposition.

Defining in a policy debate

Lots of debates are about whether we should introduce a specific policy. These are debates where the proposition want to do something—be it banning, legalising, reforming, abolishing, censoring, introducing or something else. In these debates a definition should probably cover most of the following key questions:

Who? Who should implement the policy? *Who should censure the Internet – the national government or the UN?* Who should the policy apply to? *If we legalise drugs who will be allowed to use the substance? Will we apply any age restrictions?*

What? What will the policy implement? *What would you censure on the internet – racist content, pornography?* What drugs will be legalised? *Would you legalise all recreational drugs? Would you legalise all but the most dangerous substances?*

Where? Where will this policy be implemented? *Is it confined to a particular region? Will drugs only be permitted to be used in special areas?*

How? How would you implement the policy? *How would you censor the internet—through Internet Service Providers or random inspections? How would you provide the legalised drugs? Would you allow anyone to produce them? Would you grant licenses to companies or would you only allow government owned factories to produce them?*

When? When should this policy be implemented? *For most debates the policy will be implemented immediately but there are some exceptions.*

Choosing how to answer these questions can change the nature of a debate. It is the privilege of the proposition to set these kinds of parameters as long as they stay within reasonable bounds. You often have a choice about how extreme to be in your policy, but only within limits—saying you would only censor the Internet for children, or you would only ban homework at the weekends, is not fair. Neither of these would lead to balanced debates, the opposition would find it very hard to oppose the motions if they were defined in this way. Debaters should bear in mind that sometimes it is better to take a more extreme position. If you put in too many caveats and limitations you end up sounding like you don't really believe in your own arguments.

Finally, it is important to learn which part of the motion is crucial to define; if not time can be wasted defining largely irrelevant parts of the motion. In the debate about arming the police with guns it is far more important to outline under what circumstances or 'when' a gun might be discharged by an officer rather than telling us with what make of gun an officer will be armed.

Defining in an analysis debate

Some debates do not ask the proposition to introduce a policy. Instead they give a statement to be analysed. For example, ‘‘This House believes rap music does more harm than good’’ or ‘‘This House believes that democracy leads to economic development’’.

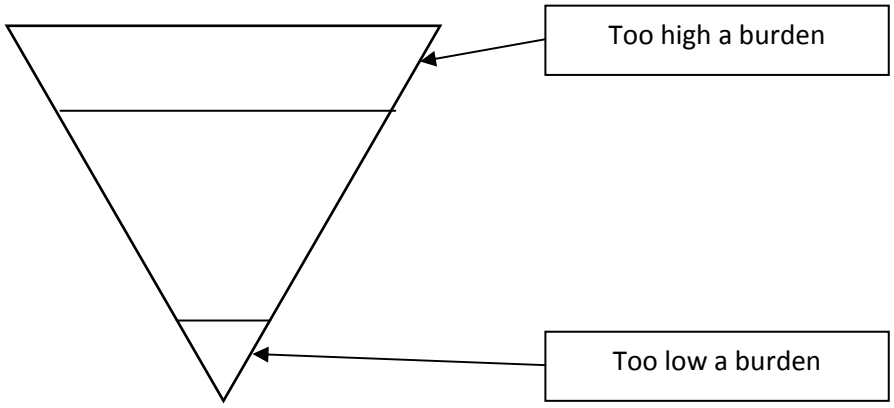
In these kinds of debates it is usually helpful to give the audience criteria by which to decide the issue. For instance you might say, ‘rap music is doing more harm than good if it is influencing young people to emulate a gangster lifestyle and commit associated crimes’. You might want to define economic development through GDP per capita or you might want to look to indices that measure the level of inequality. ‘Democracy increases GDP within countries but also improves levels of inequality. In countries where people have more political rights they are more prosperous.’ These statements give a concreteness that the debate might otherwise lack. Although in this debate you need to be careful to avoid a tautological definition whereby economic development is defined by the existence of democratic institutions.

Burdens of Proof

Every debate has an implicit burden of proof which the proposition will need to demonstrate. In short they will need to think about what the world will look like after their proposition has taken effect. Teams are often tempted to set themselves burdens which are either too high or too low. If the burden is set too high their arguments are unlikely to be able to reach them; if the burden is too low the arguments will exceed their burdens but the debate will appear to have little consequence. The following example regarding the implementation of affirmative action in the USA demonstrates this effectively.

- Too high: ‘our policy will ensure that every disadvantaged person from troubled backgrounds will be able to attend university’
- Too low: ‘our policy will ensure that one incredibly intelligent black girl from New Orleans will be able to attend Harvard’

Instead students need to aim for a reasonable but substantial burden. ‘Our policy will not end racial discrimination but it will mean more black students attending top universities and developing the skills and contacts necessary to occupy senior positions in business, politics and academia.’ The diagram below may help you to conceive of where your burden should be set.



Case division: who should say what and when?

The proposition team also need to decide how to allocate their arguments between speakers. There are a couple of things that you should bear in mind when dividing material:

There shouldn't be an imbalance between speakers. Both speeches need to contain strong, compelling and well analysed arguments although the second speech needs to leave room for rebuttal.

Put your strongest arguments in the first speech. The first speech is likely to have a lasting impression upon the audience especially if it's effective.

Allocate similar arguments to the same speech, if you can you should try to group them into themes. In a debate about euthanasia in the first speech you may wish to address the benefits the policy will bring to the terminally ill and their families whilst leaving the second speaker to comment on the benefits to medical professionals involved. In a debate on abolishing private schools one speech might focus primarily on the harms that private schools do to state schools and how the new regime will prevent those harms; the second might focus on the harmful effects of segregation that come from the status quo and the benefits under a new model of education. Each speaker's arguments stand on their own feet without critical reliance on a previous or succeeding speech; arguments between speeches will of course intertwine but should on most occasions be self-supporting.

Be warned! Don't divide your material in such a way that the first speech does not justify your case – this is sometimes called a hung case. For instance on the motion ''This House would abolish the right to strike''; if a first proposition speaker emphasised the harm caused by strikes and the second demonstrated why banning them would solve those problems the case would be hung. The first speaker's arguments do not clearly demonstrate why the right to strike should be banned they only outline the harms caused by striking.

Exercises to improve proposition strategy

Alternative Definitions

When should it be used? For the general improvement of definitions: if students are defining motions unhelpfully; and if they aren't defining succinctly and quickly.

Choose 3 motions and divide the group into small teams of 2-5 people. Ask each team to come up with a definition for each motion lasting less than 30 seconds.

Have a volunteer from each team deliver their definition for the first motion; and then discuss the benefits or problems with the differing approaches. Repeat for the other motions.

Options: You may wish to award a 'best definition' prize for the team you think were most effective; or if you prefer encourage the class to vote upon it. You might consider picking a student from each group at random to ensure everyone is involved in preparing the definition.

2 Minute Proposition

When should it be used? To encourage students to create solid first proposition speeches and proposition cases. This exercise should also help students practice argument selection; team strategy; preparation and argument generation.

Students will need to prepare and deliver a 2 minute first proposition speech (they may wish to prepare in advance; either in groups or as individuals) and each student (or group) should prepare a different motion. The speech should contain:

- A clear definition;
- Their burden of proof;
- An outline of the main arguments they will be developing as a team;
- An explanation of their most important argument

Once students are prepared they need to give their short speech. You might encourage a brief discussion afterwards amongst the class about the merits and problems with the speech; you might decide to give a brief and indicative score for the speech. Encourage students to think about alternative definitions that might have been used; was their burden appropriate? Did the student highlight the most important arguments? Was the case likely to be hung?

Proposition Rewind

The exercise proceeds just as with '2 minute proposition' above. However, students have a chance to deliver their speech again (perhaps in less time); after receiving feedback. You should notice a marked improvement in their speech and going through the speech again can help students to solidify and put into practice the feedback that they have received.

Options: You could have the students prepare in teams and each 'rewind' could be delivered by another member of the team. If organised in teams you could also score their team performance over the first and 'rewind' speech and encourage a small competition between groups within the class.

The 'Why' Game?

When should it be used? When students need help 'developing' arguments and providing sufficient explanation

Students should be split into pairs or small groups and should work together on the exercise. Each student should be given a short amount of time to prepare an argument (you may wish to give the class a topic). They should be encouraged to develop the argument as fully as possible with examples and full explanation.

They should then deliver their argument to their partner. Whilst they are delivering their speech their partner should listen carefully; each time they feel that a sentence has been insufficiently explained they should ask why? The speaker should then attempt to substantiate the claim that they have just made by explaining further; or explaining more clearly than before or using a different example.

Options: You could also allocate a card to each pair with the question 'Why?' written onto it and advise the students to hold the card up at the appropriate time.

Pyramids

When should it be used? When you want to develop students ability to filter, sift and prioritise arguments. Student may be struggling to differentiate between supporting arguments and sub-arguments. This exercise should be particularly helpful in improving students structure and in their summary skills.

Divide the class into small groups and provide each group with two blank posters or large sheets of paper. Give them a topic or statement that they need to support e.g. 'Everyone should have to wear school uniform.'

Ask them to use the first poster to write as many ideas as they can to support the statement.

One the second poster, ask them to arrange all the ideas into a pyramid, with the statement they are supporting at the top, their main supporting arguments underneath, any sub-arguments underneath that, and any examples or other evidence in the bottom layer.

Stakeholders

When should it be used? To help students think about a wider range of arguments and groups affected by a topic; to encourage them to tailor their arguments to demonstrate benefits to a particular group or constituency.

Students should be divided into groups. They should be given a motion alongside a list of groups who might be affected the motion. For instance: This House would ban gambling (gambling addicts; occasional gamblers; family members; police officers; casino owners; criminals). Each group should be given one 'group' to prepare arguments in light of. The aim of the exercise is to encourage students to construct arguments with a view to impacting upon a particular group. They should think how the motion affects their group and construct proposition arguments in view of this.

Options: For more advanced students you may wish to ask *them* to come up with the key groups affected themselves. You could also ask them to select the groups they think their proposition case will be strongest in focusing on. In the example above, it may be more of a priority to focus on problem gamblers rather than occasional gamblers; on the benefits to family members.

Just One Point

When should it be used? To help students focus on developing their analysis more effectively. This exercise should be useful for those students who just don't seem to be able to focus on developing their arguments and who instead choose to list a series of points.

Students could either work in groups or as individuals. They will need to prepare an argument (on a given topic) and deliver that argument (and only that argument) for 2 minutes. They shouldn't make other arguments or points which aren't directly related to substantiating, explaining and reinforcing the one argument that they have been given. Then you should encourage the class to give feedback and suggest ways of improvement.

Options: You could vary the time which people have to speak. If your students are good at explaining but have a tendency to ramble on excessively then you could shorten the time for their speeches. If you want a group to work on the exercise you could see how long the group could explain one argument; giving each member of the group thirty seconds successively to explain that one point.

Pulling Heartstrings

When should it be used? Students don't just struggle with argumentation; they may need assistance to engage with their audience. Whilst many of the earlier speaking exercises may be useful you may want to use this to help them make their proposition cases more convincing.

Ask your students to brainstorm emotions or speaking styles that might be appropriate to a given debate. They need to think about what tone they should use. Which groups will be affected by this motion? What are they currently suffering from? How will your policy help rectify this problem. Then ask them to write, with considerable notes the opening to a proposition speech. What are they aiming to achieve with their policy? Who will be helped? What will happen if this policy isn't enacted? You might then ask more students to deliver theirs.

Options: You might assign speaking styles to individual students or groups of students. You might ask some to write an 'angry' introduction (others might include 'sympathetic', 'statesmanlike', 'frightened' etc. You could also give students the same introduction or idea for an introduction but ask them to use different speaking styles to convey their introduction.

Opposition Strategy

Much of the advice for the proposition about division of points and so on applies equally to the opposition. This page looks at a specific technique for generating opposition arguments in a policy debate.

A way to look at policy based debates...

Most policy debates work in the following way: the proposition identify a problem with the world as it currently is (NOW), describe something they think should be done to improve things (ACTION) and claim that this will lead to a set of desired alternatives (THEN). Some of this material may be implicit, not explicit, in what the proposition team say.

...and to generate opposition arguments

Once you can see the proposition in this form, you can use some generic arguments to generate ideas for how to oppose the proposal. As you can see from the examples, not all of them will work well in every case (and even if they did you would need to make strategic decisions about which were most important) but the ideas can be a very valuable checklist.

NOW	ACTION	THEN
e.g. ''Pupils get attacked on their way to school by children from other schools.''	e.g. ''Let's abolish school uniforms.''	e.g. ''No one will be able to tell which school people are from and everyone will live peacefully.''

Possible opposition arguments

1. NOW is not as described	1. ACTION does not lead to THEN	1. THEN is worse than NOW
2. NOW is good	2. ACTION is impossible or costly	2. THEN is the same as NOW
3. NOW is inevitable	3. ACTION is inherently wrong	3. THEN will be temporary
4. NOW will become THEN	4. There is a better ACTION	4. THEN has other problems

Examples of opposition arguments to This House would ban alcohol

NOW: Anti-social behaviour	ACTION: Make alcohol illegal	THEN: Peace and quiet
1. Problem is exaggerated.	1. People will drink illegally.	1. It will be very boring.
2. People enjoy letting off steam.	2. Enforcement will cost a lot.	2. Sober people are silly too.
3. Silly behaviour can't be stopped	3. People must be free to choose.	3. People will invent new drugs.
4. Eventually people will grow up.	4. Increasing prices will work better.	4. Everyone will be grumpy.

Examples of opposition arguments to This House would bring back capital punishment

NOW: Too much crime	ACTION: Execute criminals	THEN: Deterrence
1. Crime rates are lower than ever.	1. Execution does not deter.	1. Crime will be more desperate.
2. Crime highlights social problems.	2. Death row is more costly.	2. Prison already deters.
3. There will always be crime.	3. Murder by the state is wrong.	3. People will just get used to it.
4. Crime rates are always falling.	4. Longer prison terms work better.	4. Children will be frightened.

Exercises to improve opposition and rebuttal strategy

Rebuttal Tennis

When should it be used? To improve students general rebuttal skills; it should help them to assess which piece of rebuttal is effective in taking down an opposition argument. It should also help students respond to rebuttal and reinforce existing arguments.

Students should prepare in groups either side of a motion they are given. As a result of a coin toss one side (proposition) should introduce an argument (lasting for no more than one minute). Students for the other side (opposition) should then select a member of their team to rebut the argument that has been made. The other side (proposition) should then select another speaker to reinforce their team's previous argument in light of the rebuttal. The opposition should then offer a response to that reinforcement or a new piece of rebuttal. The 'service' should then go on until one side lacks an effective response.

Option: You may wish to prepare students for the activity by explaining the 'Now-Action-Then' model. This should give them the tools to think of different avenues of rebuttal. A more complex version of the game would see you acting as a 'rebuttal tennis' umpire judging whether the 'rebuttal' or reinforcement would have passed the net. You could judge the responses as 'out' if they fail to engage; 'let' if their response is adequate but not enough; and 'ace' if they manage to respond really effectively. If you wish you could score the teams appropriately.

Option 2: One further way in which this exercise can be helpful is to teach students how to analyse their arguments in more depth. Students will probably find that after listening to the rebuttal and reinforcement of a particular argument that they may have made the original argument differently. To emphasise this you could ask one student on the 'serving' side of the tennis game to note down the argument, rebuttal and reinforcement and try to make the argument again having heard the challenges and responses. Their argument will almost certainly be stronger. You then need to encourage students to go through this process as part of preparation for a debate so their arguments will be much stronger from the start.

Rebuttal Cricket

When should it be used? This game focuses less upon students having some form of rebuttal and more upon the quality of rebuttal that is made. If your students are able to make responses to arguments but their responses lack focus or aren't as effective as they could be, you should use this exercise to help.

Students again should prepare in teams one in proposition, one in opposition. The proposition team makes an argument (again for a short period of time) and the opposition then have an opportunity to 'bowl' rebuttal at the proposition speaker. The proposition speaker then gets to respond. The teacher then grades the student they either are bowled 'out'; make a 'two' a 'four' or a 'six'. Students rotate for each argument. Once a team has rotated fully you should let the other team take over.

Options: You may wish to make the game more difficult and to increase its speed. This can be done by suggesting that students are out unless they score a four or above in each piece of rebuttal.

Open Motions

When should it be used? This should probably be used to help develop your students' responsiveness. It is likely to only be effective with a smaller group of students, perhaps if you set up a debate club.

One of the best ways to allow your speakers to practice their opposition strategy is to pit them against proposition speeches on a motion that the opposition are not aware of until the start of the debate (or an open motion in which the proposition defines the motion as it sees fit). It provides a high pressure situation in which they have to make judgement calls as to the case they're going to run; they have to set up a team line and make at least one powerful argument in the first opposition speech.

Options: If your students are finding it a difficult exercise you could suggest that the motion will be on a particular issue and give them time to research and prepare for the issue more broadly. For instance you could tell them that the debate was going to be on the subject of Iran but not tell them that the motion involved military intervention in Iran until it became clear in the first proposition team speech. This will give the opposition a supportive base of knowledge which they can draw upon to form their arguments.

2 Minute Opposition

When should it be used? This should be utilised in conjunction with the '2 minute proposition' exercise outlined earlier.

One student presents a brief team outline, definition and first argument for 2 minutes. Whilst the student is speaking the other members of the class should prepare a first opposition speech. You can then pick a student at random to give a 2 minute first opposition speech. Outlining the opposition case (in brief, they could just outline the broad areas they will consider) and then ask them to rebut the proposition argument given followed by their own substantive argument.

Given that most of your students will have prepared an opposition speech it is usually useful to have a brief discussion about alternate strategies after the opposition speech. You might even encourage others to deliver their first opposition speeches.

Options: if students are struggling to construct an opposition case in such a short space of time you might consider allowing them a few minutes after the first proposition speech to respond. You may also like to spend some time before alone to ensure you have some ideas of the sort of arguments that could be run in the opposition.

The Flow

When should it be used? This is probably an exercise which is most useful for those who have been debating for some time but should help students to think about what they have to do to fulfil their role during each position in the debate. It is probably most appropriate for committed participants in your debate club.

Host a debate where 6 students volunteer to give the main speeches and summaries. During each speech you should ask students to respond to the following questions: (i) What was the most important argument made by the previous speaker (ii) What would be the most effective response to this argument? (iii) What argument should be advanced which would most strengthen the next speaker's team's case? After each speech you should 'pause' the debate, ask the speaker who is about to speak to leave the room momentarily, and have a brief discussion about those 3 questions. You should then listen to the next speech and compare the next speech to the discussion beforehand.

Options: It might be easier, especially for those who are less experienced, to use a video or recording of a debate in order to do this. This will also allow you to fast forward or speed up as appropriate.

More tips for summary speeches

Summarising by theme or issue

Summarising a debate where both sides may have made a large number of points is not always easy. The most effective method is normally to identify the main issues, areas of disagreement, or themes in the debate and then summarise along those lines.

Following this approach means that the summary speaker can have a manageable number of areas to talk about rather than trying to go through all the arguments made by both teams individually. An effective summary will see that points made by the two sides really belong to the same issue or area of disagreement, so, for example, a proposition argument about the impact of a policy on relations with the US and an opposition argument about effects on our country's international reputation might both be summarised as the international impact of the policy.

Similarly several points made by one team may be part of the same overall issue. For example, if a team has made a point that making alcohol illegal will encourage a black market, and also argued that it will encourage booze cruises overseas, they might summarise both of these as reasons why a ban will not stop alcohol consumption.

Choosing a structure

In order to summarise a debate's themes effectively, a summary speaker must choose an overall structure or set of issues. There is not one right answer to this problem. Sometimes it might be appropriate to talk about long-term and short-term issues, sometimes it might be appropriate to talk about different groups who will be impacted by a policy, sometimes it might be appropriate to talk about the domestic and international considerations.

The two hypothetical examples given below show how a range of different possibilities can work (note that the content of these examples has been shortened to bring out the structural differences).

What if not everything fits?

Sometimes some arguments don't seem to fit in with the overall structure of the debate that you have identified (particularly comments from the floor). The summariser must consider whether these arguments are important (if not, leave them out) and whether the structure can be adjusted to fit them. If not they may best simply discussed separately at the start or end.

Banning Smoking e.g. 1

The three biggest issues in this debate were health impacts, choice and cost.

On health impact the proposition team argued that smoking is very damaging to health. The opposition responded by arguing that we shouldn't ban something, even if it is damaging unless it harms other people and that smoking only harmed smokers. We demonstrated that smoking also impacts the health of family members who live with smokers and those who work in smoky environments. So overall we showed that smoking harms people's health.

The strongest argument made by the opposition was that *even if* there were health impacts, people were responsible and informed enough to weigh up the risks of smoking for themselves. We responded by arguing that the chemically addictive properties of cigarettes and peer pressure to start in the first place vitiated consent. No one has a choice to smoke – especially once they become addicted.

Finally, the opposition argued that a ban would allow the emergence of a black market. We argued that previous minor bans had greatly reduced the number of smokers and as such there would be a much smaller demand for illegal cigarettes. We also argued that smokers would fear the content and quality of cigarettes procured illegally especially if they were procured from dealers who also dealt in other illegal narcotics. So we argued the black market would be small and insignificant.

Banning Smoking e.g. 2

There were two areas of clash in today's debate. The principled issue of whether it was right to ban smoking and the practical issues associated with implementing a ban.

On the practicalities the opposition argued that a ban was inappropriate because it didn't harm other people's health and because it would lead to the emergence of a black market. We argued that dozens of studies provided a link to secondary smoke and an increased likelihood of smoking related diseases. That evidence necessitated a ban. Furthermore, we argued that the black market was likely to be small and insignificant with smokers unlikely to trust the shady characters who might provide them with their illegal drugs.

Even if the practical harms outlined by the opposition held water, the principal case for banning smoking is clear. Smoking causes harm to others. A key tenet of any liberal society is that the government should prevent actions which cause harm to others. We should therefore prevent smoking. Furthermore, those who smoke are usually addicted to the substance; that addiction means that when they smoke they are not consenting to smoke. For the government to allow people to smoke is to allow people to be forced to cause harm to themselves and to those around them.

Exercises to improve summary speeches and team work

The Condensing Machine

When should it be used? This is useful for developing students' ability to communicate ideas and themes succinctly. Too often speakers sound like they are trying to say too much (and may compensate by speaking too quickly); the real problem is that they have poor 'word economy': they use too many words to explain concepts. A crucial tool for debaters is the ability to communicate as efficiently and clearly as possible.

Ask a member of the group to speak for 1 minute about a topic. Ask another member of the group to speak for 30 seconds, summarising what the previous speaker has said. Ask further members of the group to summarise in 20 and then 10 seconds.

Options: You could try starting with a recorded speech or written text. You could also allow them slightly longer periods of time if they are finding 20 or 10 seconds difficult.

Mock Summaries

When should it be used? Either to introduce students to the role of summaries or to help them improve their summary skills.

You could stage a short debate with students giving 2 or 3 minute speeches on each side. The rest of the group should be divided into two and students asked to prepare summary speeches for either the proposition or the opposition side. This should give all speakers the opportunity to practice their note taking for summaries and for all of them to have prepared a basic summary outline.

Options: You could also watch a recording of a debate or from the internet and ask students to prepare summary speeches in view of that.

Backwards Debate

When should it be used? This is a format probably only suitable for advanced and experienced debaters. It is a difficult format but really requires students to listen very attentively and to think about the strategic role that summaries can play in shaping debates. It should also convince students that many of the skills involved in delivering an excellent summary are required in other speeches.

This exercise does exactly what the title implies but is in no way straightforward. Student volunteers will need to participate in a debate backwards. The specific format will vary from format to format but most will start with the summaries and finish up with the first proposition speech. The shakeup in format should take students who have debated regularly out of their comfort zone and force them to listen very closely to 'earlier' speeches – the content of which will have a direct impact on the content they can deploy in their speeches. Their arguments will have to be sufficiently broad and well explained to avoid speakers further into the debate accusing them of not 'dealing' with key arguments they brought.

Options: You may find that giving small one or two minute gaps between speeches helps students to prepare effectively.

Walls

When should it be used? Divide the group into groups of three, and send one person from each group out of the room (or to a different area). Ask one of the remaining two to give a two minute speech to their partner about a topic.

Bring in the person from outside and give them one minute to discuss with the listener what the most important points in the speech were. Ask the person who came in from outside to give a two minute speech as close to the original as they can manage.

Ask the person who came in from outside to give a two minute speech as close to the original as they can manage. Ask the original speaker to rate how similar the final speech was to the original one.

Option: You can run this exercise with a large number of students if you organise them into smaller groups and ask them to run the activity simultaneously in different parts of the room.

More debating exercises

Debate Team (Argument Volleyball)

When should it be used? To get large numbers of students debating and to get them excited, competitive and ultimately working as a team. The activity can be used with any number of students and works especially well with those just being introduced to debating.

Split the group into two halves and have them brainstorm ideas for a motion (if they are very new to debating you may wish to brainstorm together as a class). After this they will each need to prepare one 'point' which they will need to deliver. If you have space and time line up the students so that each team faces each other. The proposition first speaker should speak first, after they've finished you should award them an arbitrary number based upon their performance perhaps somewhere between 6 and 10. After each speech you should give constructive and supportive feedback: e.g. 'you explained your argument excellently but your evidence didn't seem to support your argument, so I award you 7 points.' At the end of the speeches add up the scores and declare a team winner.

Options: You could divide the room into more groups and have several games of Argument Volleyball consecutively, declaring a winner in each small debate and then an overall winner.

In Ten Words

When should it be used? If your students are consistently using too many words to explain simple concepts. You may find that your students are developing and consistently using unfortunate 'filler' phrases such as 'we believe' or 'ladies and gentlemen' or 'this side of the house argues that'. If they are finding it difficult to come up with a short title to each of their arguments or with a common theme or thread that the audience will remember.

You can choose to either give your students a pre-prepared set of arguments (you may choose to use one of the examples from earlier in the book see page XX) or ask them to develop a list of pros and cons themselves. You should break the students into small groups and ask each of them to take two arguments either from the proposition or the opposition. Students then need to express the core content of those arguments in no more than ten words.

Options: An even trickier version of this exercise is to do the same exercise with rebuttal. The students can only respond with a maximum of 10 words to an argument that has been made. If they're finding either version of the exercise difficult then you could always increase the number of words that they are allowed to use.

Running Out Of Ink

When should it be used? If students consistently appear to read from very detailed notes; if they frequently become confused by what they've written down and if they appear unable to debate without consistent reference to their notes.

Tell speakers they are going to have to speak for one minute about a topic you give them, and they may only write down ten words for notes. Ask speakers to present to each other in small groups.

Options: Getting the speakers to prepare in small groups then mixing them up into new groups to conduct the exercise. You could also vary the number of words to make it easier or harder. For a really challenging exercise you could only allow pictures or symbols – asking them to use no written words at all.

Lord Of The Points

When should it be used? When you want to encourage students to offer more Points of Information; it might also help improve the responsiveness of those accepting Points of Information.

One member of the group or a teacher gives a speech in front of the others. The games can be repeated severeal times with different speakers.

The rest of the group stands, and can make Points of Information by saying, ''on a point of information.''

Options: To coax reluctant group members to offer points of information, it can help if the speaker uses increasingly outlandish arguments as the speech progresses.

Style Placards

When should it be used? If your students can make arguments but lack the ability to engage in an interesting manner with their audience. They may be clear and audible but they may send audiences to sleep.

Write a number of different ways of speaking on large cards. For instance you could use a range of styles which might be useful in a given debate: 'statesmanlike', 'scientific', 'angry', 'amused', 'sarcastic', 'dismissive', 'fear-evoking'. You could also include styles which are unlikely to be successful in debates 'timid', 'dissinterested', 'vapid' etc. These will help your students identify the features associated with these styles and help them to avoid them.

You could have your students to prepare for a debate in the normal way but assign each of them a card or two at the start of the preparation time. Students will have to develop their arguments with that style in mind; this might lead them not only to change their body language and delivery but also the kinds of arguments they choose and the language they use.

Options: You could give the style cards to the students at the last minute; forcing them to try to tweak their arguments and expression and delivery quickly. For more able students you could select one or two placards and hold them up at pauses during their speeches forcing them to try and adapt their style on the spot. If they find this difficult you could get them to try this without using debating arguments but reading from a magazine, book or newspaper in a given style.

Don't Say The Word

When should it be used? To increase your students verbal dexterity; to help them use a wider range of vocabulary in speaking and to give them greater oral confidence. It can be used with almost any ability group.

You should write a list of objects; places; famous people; or actions on individual pieces of paper or card. Depending on how 'hard' the words or phrases are you will need around 6 per student who takes a turn in the exercise. Divide the class into large teams.

A member of the team will have one minute to help their team guess the words written on as many pieces of paper as they can however, they must not say the word given to them on that piece of paper. Students are

allowed to 'pass' one word during their minute turn. Once their minute has passed you should count the number of words the team successfully guessed and they should be granted that number of points. The game then continues alternating between teams until you run out of time.

Options: You can increase the difficulty of the game by increasing the difficulty of the words or phrases that are used. Another option, especially if you don't have the time to come up with many words, is to use the cards several times. The first time play the game as normal; the second time students can only use three words to describe their phrase; finally they can only use one word. You might also consider asking students to act out the word or phrase – this should help improve their confidence in appearing infront of an audience.

Buzz!

When should it be used? This is a device used for speakers who get into the habit of using words or phrases that don't mean anything; waste time; or distract from the speech. Please be aware that it is more important that students are speaking in a comfortable fashion, especially when they are beginning to debate, than ensuring that they don't use these phrases. Therefore this should only be used to help develop the skills of intermediate and advanced debaters.

You should explain to students that they'll need to take turns to make an argument in front of the class or amongst small groups. Whilst they are preparing their arguments you should write a list of words or phrases to be avoided on the board; this works best if you have seen them several times before. For example words or phrases such as 'like', 'we say that', 'mr speaker/ madam chair', 'ladies and gentlemen', 'um' or 'er', 'you know', 'actually', 'really' etc. Each time the speaker says one of those phrases you should (or a member of a small group should) make a sound or ring a bell. The speaker should try to carry on with as few interruptions as possible for a minute.

Options: You could, to make it more competitive, give students three chances during a speech to use any of these words at which point it moves onto the next students turn. Whoever speaks for the longest without using these words wins.

Logical fallacies

When looking out for ways to rebut arguments it may be useful to think about whether any of these tricks are being used by the speaker. It's also useful for speakers to remember to avoid these themselves, or to use them subtly. It's not sufficient just to say 'that was an argument from authority' you should also cast doubt upon the argument provided by a so called appeal to 'authority'.

Ad hominem

Attacking the person who made the argument or the way in which it was made, not dealing with argument itself.

Analogy

Comparing the argument to another situation that isn't really the same. Analogies can be very useful as persuasive tools but the other side should be ready to point out whether or not they are applicable.

Assertion

Arguing a state of affairs exists without any evidence, argument or supporting proof. This is very commonly used in debates and should always be pointed out by the other side.

Authority

Proving the truth of an argument by quoting someone famous who agrees. While this may sometimes be persuasive, it doesn't actually prove the truth (or falsity) of the argument.

Black and white

Pretending there are only two possible approaches to an issue: the nice cuddly argument being advocated by your side and a horrid extreme argument that your opponents have to make. There is normally a middle ground. For example, in a debate in which the proposition advocates a smoking ban it is not fair to suggest the opposition must think it is a good thing that people smoke.

Caricature

Misrepresenting an argument and then attacking the caricature, not the actual argument made.

Common sense

Appealing to common sense as the way to decide an issue. 'Common sense' thought the earth was flat.

Excessive detail

Demanding far more detail than it is reasonable or possible or relevant to provide within the scope of a debate about principle: ''If you want to increase cigarette tax by 5%, what about cigars and menthol cigarettes?''

Spurious example

Cherry picking favourable examples in an attempt to prove the generality of an argument. This is often being used when people use their own experiences to justify an argument.

False association

Attacking something associated with an argument rather than the argument itself. For example, ''You are arguing X, Stalin/Hitler supported X, therefore you are as bad as Stalin/Hitler.''

False causation
Suggesting that since two things occur together and therefore that one causes the other. This might be true. On the other hand, it might not: the second could cause the first, there could be a common cause or they could simply be unrelated. Correlation does not imply causation.

Irrelevance
Giving an argument that is simply not capable of advancing the case it sets out to prove. For example, proving that zoos are valuable institutions in a debate about keeping pets. If an argument is irrelevant it doesn't matter whether it's true or not.

Popularity
Using the popularity of an argument as proof of its correctness. Just because most people agree with something doesn't make it true. Otherwise most debates wouldn't be very interesting.

Shifted burden
Demanding that the opposition prove a negative. The burden of proof is always on the person seeking to prove the truth of an argument. It is very hard to prove that something doesn't exist or can't ever happen. Instead, invite the other side to give examples of where it does exist or has happened.

Slippery slope
Arguing that a particular policy being advocated may be acceptable, but will inevitably lead to far worse policies. (For example that legalising voluntary euthanasia will inevitably lead to legalising involuntary euthanasia.) This only works if the steps by which the consequence will follow are properly explained.

Utopia
Arguing that since something is not 100% successful, it is a failure. Opposing an argument normally requires more than just showing it doesn't fix all problems – you need to show active harms which entail from the proposition. When looking out for ways to rebut arguments it may be useful to think about whether any of these tricks are being used by the speaker. It's also useful for speakers to remember to avoid these themselves, or if not to use them subtly.

Using Points of Information Effectively

Delivering points of information
When? Points of information may only be offered during unprotected time. The aim is normally to get the speaker to accept the interruption, so the best times to try are when a speaker pauses at the end of a sentence, or the end of an argument, rather than when the speaker is in full flow.

Each speaker should be offering at least one or two points to each speaker on the other side. Ideally speakers should offer more but not so many to constitute barracking. This is when so many points of information are offered in quick succession that the person speaking is overwhelmed by them.

How? Points of Information are offered by standing and saying, ‘‘On a point of information.’’ or similar. The person offering the point stays standing until either accepted or rejected buy the speaker. If the speaker accepts the interruption then the point should be delivered as succinctly as possible – the longer the point goes on, the longer the person speaking has to think of an answer! Points of Information are in any case not normally allowed to last more than 10-15 seconds.

What? Points of information can play all sorts of roles in a debate. They might be used to give a new piece of rebuttal to the speaker’s argument, to challenge a fact given by the speaker, to point out a contradiction in the speaker’s argument, to remind the audience of an argument from earlier in the debate, to preview an argument that will be given later or to ask the speaker to clarify their position on an issue.

Regardless of the exact purpose of the point, it must be relevant to what the speaker is currently saying, and simple enough to deliver within 10 seconds.

Who? Remember that the speakers on the same side of a debate are working together as a team. If one speaker has already offered a lot of points of information, or is having trouble getting points accepted, then it may be better to pass the idea to another member of the team and get them to use it as a point of information.

Accepting and refusing

A speaker may choose whether to accept or reject a Point of Information - it is part of the privilege of holding the floor. A speaker should normally accept about two points of information, depending on the length of speech one may also be acceptable. Accepting too many leaves no time to deliver the speech, while accepting too few makes the speaker look nervous.

Points of information should only be dealt with once the speaker has come to a natural pause - the person offering the point can be left standing for a few seconds until the speaker says, ‘‘Yes’’, or, ‘‘No, thank you.’’ to accepting the point. Points of information should never be accepted midsentence.It normally makes sense for a speaker to preferentially accept Points of Information at times in their speech when they are confident of their material, rather than just after having made a weaker argument. It is also better to accept points of information at natural breaks in a speech’s flow rather than in the middle of a particular argument or piece of analysis.

Responding to points of information

Once a point of information has been accepted, it has to be answered immediately. Speakers sometimes try to answer by saying they will come to that point later—this is dangerous since (a) it looks weak and (b) this is often later forgotten. If the issue really is one that will be analysed in detail later then a quick answer and warning of more to come is appropriate.

Sometimes a speaker may not have a good response. In such a case the best advice is to remind the audience of the strongest points on your side of the debate—effectively saying, ‘‘We may not have a strong response to that particular argument, but it is outweighed by all the other material supporting our side of the debate.’’

The speaker should not let responding to an interruption disturb the flow and structure of his speech. The speaker should respond to the point and then swiftly return to the material he planned to deliver—one of the aims of the other team in offering the point may simply have been to disturb and put off the speaker.

More on Expression and Delivery

Use vivid language

Try and paint a vivid image in your audience's mind that will make your point more persuasive and memorable. For example, in a debate on banning smoking if you are trying to communicate the harms caused by smoking you could say: ''Smoking has many adverse health effects including lung cancer,'' but you could make it even more persuasive by saying, ''Have you ever seen a smoker's lungs? They are black, rotting and decayed.''

Know your audience

The language you use should vary depending on who you are speaking to. For example, if you are speaking to your peers you might use slang, to a younger audience you would use simpler language or to an older audience you might use a more formal tone. You should always consider how much your audience is likely to know about your topic. Avoid using technical vocabulary they won't understand but don't patronise them either. And finally, think about your examples and cultural references. A comment about *The Simpsons* might be really persuasive to your class but not so much to your teachers.

Keep your mood appropriate to your content

The tone of our voice, our facial expressions and body language all contribute to the message that we are putting across. We have talked already about how important it is to vary these if you do not want to bore people, but it's also important that you strike the right mood. If you are making an emotive point about suffering, it will be undermined if you are smiling; if you are making a light-hearted jokey point, the audience won't respond if you appear tense. Try playing mama- moo on page 23 to practise getting your non-verbal communication right.

Speak like you care

If you don't care about what you're talking about, why should the audience? They need to believe that you are passionate about the issue you are speaking on and about getting their vote. Think of something you do care about and speak about it for a minute in front of the mirror. What do you look like? What do you sound like? This is how you must try and come across.

Think about your beginning and ending

It's important to make an impact from the start of your speech to get the audience interested and it's important to leave them at the end with something memorable and persuasive. Rhetorical questions, stories, shocking statements and quotations can all be really effective ways to start and end speeches but make sure you keep them snappy so that they don't eat into the time for the main body of your speech.

Perils and Pitfalls

Style is one of the most noticeable things about the way people speak, and it's very easy to pick up bad habits as well as good ones.

The most common mistake people make when starting to debate is thinking that they have to adopt a special voice for public speaking—one that's more formal or restrained than they would usually. This won't make you more persuasive, any more than using strange vocabulary like, ''my honourable colleague'' or, ''our worthy opponents''. If anything it will make you less persuasive and will appear quite unnatural.

The other habit that is very easy to pick up once you have debated for some time is speaking too quickly. Although you may have a lot to say in a debate speech, you won't necessarily get through any more points simply by going faster (and you certainly won't transmit more information to the audience or judges if they can't take it in). Resist the temptation to replaces natural pauses with ''um''s and ''er''s

Everybody's style is unique, and having a great speaking style never means trying to sound like someone else or like an abstract idea of 'The' Public Speaker. Good style comes from having the confidence to behave as yourself in front of an audience and make them feel included in your speech.

Using rhetoric

Using formal rhetorical can be a great way of persuading your audience to support you and can be a means of lifting your speech and keeping the audience attentive and engaged. Used effectively it can transform your persuasive abilities; especially if you blend multiple techniques together at one time. However, you must be careful when using it. Think about the type of debate that you are participating in? Will lofty anaphora synonymous with Martin Luther King's I have a dream speech be appropriate in a debate about school uniform? Or is it more likely to look farcical? Alliteration can lift the language that you use but if too much time is spent concerned with exact phrasing this might detract from the content of your argument. Encourage experimentation but always consider your audience and the situation of the debate you or your students are participating in. Whilst there are many more rhetorical techniques available these are the most regularly used (even if sub-consciously) during debate speeches.

Alliteration

The recurrence of initial consonant sounds.

"Let us go forth to lead the land we love" J.F.K Inaugural address

"In today's wars, there's not always a simple ceremony that signals our troops success – no surrender papers to be signed, or capital to be claimed...' Barack Obama, *Fort Hood Memorial Service Speech*

Anaphora

The repetition of the same word or words at the beginning of successive clauses, phrases or sentences. It can also be used with questions, negations and hypotheses.

"We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets..." Winston Churchill

" I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi, a state, sweltering in the heat of injustice... I have a dream..." Martin Luther King

"Now is the time to help families with paid sick days and better family leave... Now is the time to change our bankruptcy laws... Now is the time to keep the promise of equal pay for an equal day's work." Barack Obama, *Acceptance Speech for the Democratic Nomination*

Antistrophe

Similar to anaphora but the repetition of the same word or words appear at the end of successive clauses, phrases or sentences.

"...and that government of the people, by the people, for the people shall not perish from the earth." Abraham Lincoln, *Gettysburg Address*

"The time for the healing of the wounds has come. The moment to bridge the chasms that divide us has come." Nelson Mandela,

Antithesis

The opposition or contrast of ideas or words in a balanced or parallel construction.

Brutus: Not that I loved Caesar less, but that I loved Rome more" Shakespeare, Julius Caesar

"That's one small step for a man, one giant leap for mankind." Neil Armstrong

Assonance
The use of similar vowel sounds repeated in successive or nearby words containing different consonants.

"It's hot and it's monotonous." Stephen Sondheim

"The gloves didn't fit. If it doesn't fit, you must acquit." Johnny Cochran, *Closing Arguments from the O.J. Simpson Trial*

Asyndeton
An absence of conjunction between coordinate phrases, clauses or words.

"We shall pay any price, bear any burden, meet any hardships, support any friend, oppose any foe to assure the survival and the success of liberty.' J.F.K. Inaugural

"When we listen to the better angels of our nature, we find that they celebrate the simple things, the basic things – such as goodness, decency, love, kindness.' Richard Nixon, *Inaugural Address*

Chiasmus
An emphasis in which the words of one phrase or clause are replicated in reverse grammatical order in the next phrase or clause.

"Ask not what your country can do for you, but what you can do for your country." J.F.K.

"When you look into the abyss, the abyss also looks into you" Friedrich Nietzsche

"The true test is not the speeches the president delivers; it's if the president delivers on the speeches" Hillary Clinton

Metonymy
A form of metaphor in which the metaphorical device is closely associated with the subject being compared.

"Friends, Romans, countrymen, lend me your ears" Mark Anthony in Shakespeare's *Julius Caesar*

"The pen is mightier than the sword" Edward Bulwer-Lytton, *Richelieu*

Tricolon
Words or phrases grouped in threes. These often work best when each successive word is longer than the previous.

"Friends, Romans, countrymen..."

"Life, liberty and the pursuit of happiness"

Section J - Extra-curricular debating

About this section

- Tips for running a debating club in your school
- Other formats you might consider
- Tips and resources for running your own debating competition
- Ideas for linking debating to other extra-curricular activities in school

"Debating is so much fun!"

Tips for running a debating club

Set up some exciting debates

The most important thing is to line up some really good debates, with interesting motions and (especially for the first few debates) a few speakers in each debate who will be good to listen to.

You don't necessarily need to go for trendy motions to attract an audience; something that is controversial and ensures a good, heated debate will make sure the audience enjoys it and that the word spreads to the rest of the school.

From time to time you might want to try some novelty debates, however. For example, staff v. students, girls v. boys or arts teachers v. science teachers can make great end-of-term events.

Start up a committee

The most successful debating societies are organised by the students themselves, with the active support of one or more members of staff. A committee might have the following members:

- A responsible President to chair the committee meetings and represent the society to the School and the Senior Management Team.

- An efficient Secretary to take minutes of what happens at committee meetings, and to keep a special minutes book of all the debates themselves.

- A Treasurer to raise and monitor finances for things like publicity materials, refreshments and trips to competitions.

- An artistically-minded and/ or computer-savvy Publicity Officer to publicise the debates.

To ensure the society reaches out to all year groups within the school you might aim to elect/co-opt at least one committee member from each year group. As the society grows you might want to split up into Junior and Senior groups within the school. The Senior group could play a mentoring role with the younger students, helping to support and encourage their efforts.

Go on a publicity drive

The Publicity Officer should make sure that there are plenty of posters up around the school for every debate, and that it has been publicised in any assemblies or in the school newspaper if you have one. They should also make sure a report on each debate gets written up for the school newspaper after each meeting.

As your society becomes more established you should consider having some debates in assemblies to publicise the society and make sure that teachers who are using debating within the curriculum are kept informed, so they can promote the society to their students.

Organise a trip

You might consider holding debates with other schools in your area. There may be other teachers helping to kick-start debating or some who have well established societies. This is a chance to inject even more competition into the society and is a vital opportunity for students to meet other likeminded people of their own age. Inter-school debates with other local schools also help put debate on the same level as football or other sports in which the school team regularly gets to play against other schools.

There are also other possible visits your society could make which relate debating to local governance or business. You could try to arrange a trip to visit a local council or assembly; see if there are any public debates which you may be able to attend or perhaps watch part of a legal trial in progress. These should provide an opportunity to see debating in action and to think about how these skills might help students think about the careers that are open to them.

If you have a university in your area they may also have a debating society who might be interested in being visited, or indeed visiting you.

A debating club as part of your extended school day

Setting up a debating club is an ideal way to add to your programme of activities offered as part of an extended school day.

In addition to being part of your school's programme of extra-curricular activity for pupils, it could form part of a programme for adult learning. Parents, guardians, grandparents or other members of the local community could start by watching a parliamentary debate featuring pupils from your school's society. They could then learn debating skills and have their own debates over the following weeks and months, as well as having occasional debates with the school-aged debaters.

Ideal motions for a debating club in an extended school's programme range from topical current affairs motions through motions with local relevance ('This House supports the building of the new road' or 'This House would not close the local hospital') to motions which address inter-generational issues between members of your society and your programme for adults ('This House believes that school days are the best days of one's life' or 'This House would introduce a local curfew for children').

Running a debating competition

Competitions within school

Competitive debate doesn't have to mean travelling or arranging for visitors from other schools—you may consider running an inter- house or inter-form debating competition. This could run all term with different houses or forms debating each other each week; scoring points and culminating in a final between the teams who have won the most debates.

Running a debating competition between different schools can be a good way to celebrate debaters' achievements, and involve more local schools in debating. The principles are the same as involved in organising inter-school sports competitions.

Decisions to make about your competition

Single day or multi-day?

A single day means you invite everyone to a single central venue and run a day of debating there.

A multi-day competition means that you pair up schools to organise debates against each other and you collect the results centrally. You could then pair the best teams from the competitions and hold a finals day.

Who will judge?

Local government staff, local secondary school staff, parents, governors, local university students or teachers from other secondary schools are all possible judges for your competition.

It helps if the judges have experience of teaching or judging debates, but it is not essential as you can provide them with the adjudication guidelines contained in this book.

When will you provide motions?

You could give all the motions for the competition to schools several weeks in advance to allow them to prepare, or you could announce some of them on the day and then have the teams prepare live. (You could try a combination of the two approaches).

How many participants from each school?

As well as asking each school to provide one or two teams, you could ask each school to provide a chairperson or a timekeeper.

You might want schools to bring floor speakers – and you could offer a prize for best floor speech as part of your competition.

What format should my competition take? Knock-out, league or multiple round competition?

In a knock-out competition each team debates once and the winners progress to the next round while the losers are out of the competition. This benefits from being a clear method of organising the competition but also means that many students only get to debate once during the whole day.

In a league competition, everyone debates several times and you gather all the results together to decide who wins – like a football league. You could also have a league and then a knock-out final.

If you are not having a knock-out or a league competition you could have a competition with multiple rounds, in which all teams are able to compete. After each round someone collates the results and places teams who are on the same number of wins in debates with other teams who have a similar number of wins. This ensures that teams debate against other teams who are of about their ability and current standard. You could then select the top four teams to battle it out in semi-finals and a grand final. (A simplified version would see you allocating teams to debates before the competition starts).

A final format that could be used is the 'round robbin' where all teams compete (over the course of the day) with all other teams. This is probably only appropriate if you have either a large amount of time or a very small number of teams.

Competition checklist

- Venue, with rooms set up for debating.
- A stopwatch for each room.
- Motions, either sent round in advance or to be announced during the competition (see pages 47 and 49 of this book for ideas).
- Teams (you will need an even number or you will need 'swing' teams who sit in reserve should a team not turn up or fall ill during the competition).
- Someon to collate the debate results and allocate teams to rounds (if running a multiple round competition where teams have not been pre-allocated).
- Judges, at least one per two teams.
- Guide for judges (pages 108 and 114 of this book).
- Note-sheets for judges (pages 62 and 63 of this book).
- Chairpersons and timekeepers.
- Guide sheets for chairpersons and timekeepers (pages 35 and 36 of this book).
- Writing frames for speakers' notes if necessary (pages 37 to 42).
- Prizes or certificates.
- Arrangements for any photography or video (and appropriate consent if legal restrictions apply).

Running a league

A team is given a point every time it wins a debate, and the teams that top the league are the teams with the most points at the end.In a football league, every team competes against every other team at least once, but in your league you don't have to have every team play every other team, you can have them compete as many or as few times as you like.

When teams only compete a few times (e.g. in a one day competition where there are ten teams but only three debates) you might end up with several teams on the same number of wins.To avoid lots of teams ending up with the same number of wins, you should try to allocate teams to play against other teams who have done similarly well so far - so that for example you allocate people who win their first debate to debate each other in the second round.

At the end of your league, you may still have teams on the same number of points (e.g. you might have three teams who won all their debates) – to decide on teams that win the league or go through to the final, you will need to look at the marks the judges gave the teams and see who got the most points on average.

Adjudicator results form

ROUND	1	2	3	4	SEMI-FINAL	FINAL
MOTION						
JUDGES						

Name of Winning Team

Proposition		
TEAM NAME		
First Speaker		/100
Second Speaker		/100
Summary Speaker		/50
Team Total		/250

Opposition		
TEAM NAME		
First Speaker		/100
Second Speaker		/100
Summary Speaker		/50
Team Total		/250

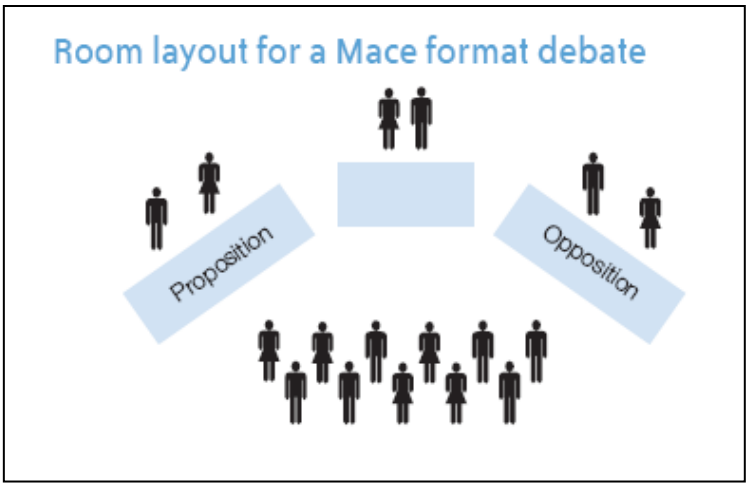
General Feedback & Comments on Debate

Alternative formats for debate

The Schools Mace format

The Schools Mace format is used for the ESU Schools Mace, the UK national debating championship. It is also used by some national debating organisations overseas who have based their championships on the ESU's model.

Room layout for a Mace format debate



Order of speeches

Each of the four main speakers gives a 7 minute speech in the standard order, starting with the 1st proposition and finishing with the 2nd opposition. There is then a floor debate, and then the two summary speeches, starting with the *opposition.* Summary speeches are four minutes long and may be given by either speaker. Points of Information are allowed during the middle 5 minutes of each of the main speeches, and speakers are expected to accept two or three during their speeches.(If your debaters are just starting out you may wish to reduce the length of speech to five minutes).

Preparation & Motions

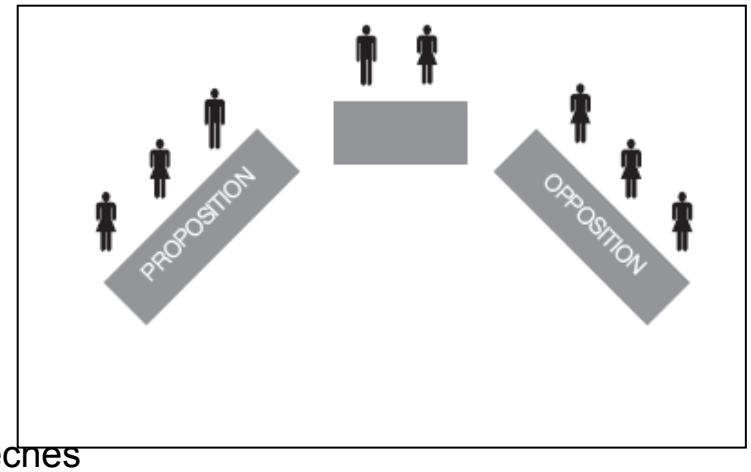
All motions in the Mace are usually prepared in advance (rather than being short preparation). This can allow your students to gain experience at researching an unfamiliar topic area and adds a different dynamic to debates. Well prepared teams will have a range of facts and examples at their fingertips. Motions can be set in a country or an international context, or both, they usually require some research to be debated well. Past examples have included: 'This House would make voting compulsory' and 'This House would allow the use of performance-enhancing drugs in sport'.

The World Schools format

An international format

The World Schools format is used at the annual World Schools Debating Championships, an English-speaking competition attended by around 40 countries every year (with over 60 different countries having competed in its history). It closely resembles the Mace style, but with one extra speaker, allowing arguments to be developed further and for greater rebuttal and engagement as the debate progresses.

Room layout for World Schools Debate



Order of speeches

Each of the six main speakers gives an eight minute speech in the standard order, starting with first proposition and finishing with third opposition. There are then four minute summary speeches starting with the opposition. Points of information are allowed in the middle six minutes of main speeches. Summary speeches are four minutes long and can be given by either of the first two speakers on the team. There is no floor debate in World Schools style.

Preparation

Both long-preparation and short-preparation debates are used at the World Schools Debating Championships. The long length of the speeches means that speakers must be able to go into their ideas in considerable depth, even when faced with short-prep debates, so good general knowledge is required. An hour is normally given for preparation in the short-preparation debates. Arguments are normally divided between the first and second speakers only, with the third speaker focusing on rebuttal rather than new arguments.

Motions

Motions at the Championships are set on issues relevant to all countries and successful debaters have to refer to examples from countries other than their own. Past motions include ‘This House would abolish the Nuclear Non-Proliferation Treaty’ and ‘This House would force organisations to place more women in senior positions’.

World Schools

The World Schools Debating Championship (WSDC) is held every year with a different country playing host. Recent hosts have included the United States, South Korea, Germany, Peru and Qatar.

Adjudication

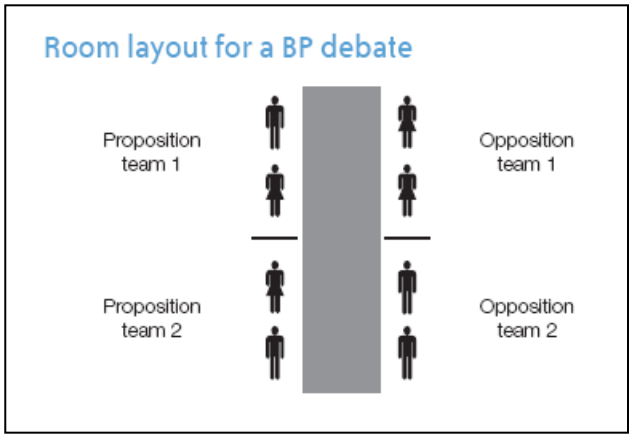
The mark scheme rewards Style, Content and Strategy. Style is ranked equally with Content (40% each), with Strategy worth 20%. A special Points of Information adjuster is used to reward or penalise speakers whose Points of Information were significantly better or worse than the rest of their speech. In World Schools judges deliberate individually, fill out their own ballot and then come together to announce the result. The majority members of the panel then average their marks for each speaker and team.

The British Parliamentary format

The most-used format for competitions

The British Parliamentary format (also called BP) is used in a range of schools competitions across the world. It is also the format used by the World Universities Debating Championships. It is a popular format for competitions because four teams debate together in one room, reducing the number of rooms and judges required to run a large debating competition. British Parliamentary debates have two teams on each side. The teams face each other down a table, a rather like the front benches in the British House of Commons and House of Lords (hence the name). In order to win the debate you must not only beat the two teams on the opposing side but also argue your case more effectively than the other team on your side. The format is much more tactical, requiring students to not only construct their own case but to ensure consistency (if they are a second team) with previous speakers on their side. Adjudication is also more complex, requiring judges to rank teams from first to fourth position.

Room layout for a BP debate



Order of Speeches

Speeches in a BP debate are usually all five minutes long, with Points of Information allowed in the middle three minutes (though some competitions use seven minute speeches for some rounds.) The speeches are made alternately by the proposition and opposition throughout, with the last speaker on each side acting as a summary speaker. This means that, unlike in many formats, the proposition summary comes before the opposition summary. Note that teams can only offer Points of Information to the teams on the other side, not to the team sitting alongside them. There is no floor debate.

Preparation & Motions

British Parliamentary debates are usually (but not always) short preparation. The standard time given for teams to prepare their arguments is fifteen minutes. A good rule of thumb is for teams to spend five minutes brainstorming, five minutes organising their arguments and five minutes writing their speeches and thinking about rebuttal. Although this will vary according to which position you draw, a first proposition team may want to spend more time writing their speeches given that the first speaker at least, will have no time to finish it during the debate.

Adjudication

British Parliamentary debates look for the same fundamental skills assessed in this book and are almost universally marked out of 100. However, the strategic element is crucial and more complex for teams to grasp. Please see the next page for a guide of the roles of the speakers in British Parliamentary debates.

Strategy in British Parliamentary Debating

All the same principles of persuasive speaking that apply in a debate with two teams also apply in a British Parliamentary debate with four teams. However, because of the extra challenges involved in competing with teams who are on your side in the debate, there are a few additional issues that teams need to consider, and speakers are expected to perform certain specific roles. The test of who wins the debate is still the same: which team was most persuasive.

The first & second speakers

The basic role of the first team on each side is the same as if they were in a debate with only two teams. However, there is a danger that the first team on each side is forgotten by the judges or audience by the end of the debate, which introduces some new strategic issues for the team.

One key way to stay in the judges' minds is to make plenty of points of information during the second half of the debate. Sometimes it is possible to use these points of information as an opportunity to remind the judges of important arguments that were made in the first half of the debate.

It is important for the first team on each side to cover all of the most important arguments in the debate. If a crucial issue is left uncovered then it is very easy for teams in the second half of the debate to come up with significant new material. This means first teams often present broader arguments than in a debate with only two teams.

Having a clear structure for the team's arguments is particularly important as it helps judges remember the contributions made by the team. If the structure given by the first team is unclear then it is very easy for the second team to do well by clarifying the structure of the issues being debated.

The third speakers

In a British Parliamentary debate the second team on each side is expected to bring something new to the debate (not just repeat material from the first team). This is often called an extension. The speaker needs to make it obvious to the judges what the extension is.

An extension can be a significant new argument, a deeper piece of analysis, an examination of an important new example or a restructuring or clarification of arguments that have already been made. It must be consistent with the definition given by the first team. For an extension to be 'debate winning' it must demonstrate not only new material or deeper analysis but demonstrate why that new analysis or argumentation is one of the most important issues in the debate.

Sometimes the first team may have given arguments or a definition that the second team want to contradict. This is called knifing (rather like being stabbed in the back) and is not a good idea. The second team must do everything they can t make their arguments consistent with the position of the first team (or at least to make them *sound* consistent).Points of information should be given actively in the first half of the debate, though teams must be careful not to give away the extension to the first teams.

The summary speakers

A summary speech in a British Parliamentary debate is similar to a summary speech in a format with only two teams. The main additional issue to consider is that the summary speaker wants to emphasise the arguments given by his or her team-mate, not those given by the first team on the side.

As usual the summary speaker is not expected to bring in new arguments (though new examples are fine). However, if the third opposition speaker has brought significant new material to the debate then the proposition summary speaker will need to deal with it, even if it requires bringing in new ideas as rebuttal.

Impromptu Debates

Help! How do I speak for five minutes on that?

Sometimes in an impromptu debate one of the hardest things can be speaking for five minutes. You might hear a topic and think how am I going to speak for five minutes on that? Judges will penalise you if you finish early so try some of these tips to help you get through to the double knock.

- Speak slowly. Often when you're nervous you speak really quickly but if you speak slower, you'll get better style marks and speak for longer.
- Really develop each argument. Talk about it in detail and try and think of two or three ways of explaining it, giving different examples and analogies. If you need to make it go on for longer, imagine that nobody has understood you and you need to explain it again even more clearly, going through each step.
- Unless you are the first speaker, you can take up a lot of time in your speech with rebuttal. Make sure you rebut everything the speaker before you has said and anything from any other speakers on the other side that you want to pick up. Rebuttal shouldn't be dismissed quickly—like developing your arguments, make sure you develop your rebuttal to make it really clear.
- Beginnings and endings are important in any speech. If you have a rhetorical opening and closing and properly signpost your own and your partner's points at the start and summarise them at the end, that might take up to a minute of your speech.
- In an ideal world, if you had enough to say then you wouldn't take more than three points of information. However, if you're going to run out of things to say really early, it's better to take a couple more rather than finish speaking long before your time is up. If this is going to happen try to spread them out rather than take them in a row.
- If you are on the first half of the table, you should really try and make sure you have three arguments of your own (different from your partner's). Use the list on page 85 or the ideas opposite to generate lots of arguments in a short time. If you are second half of the table spend the 15 minutes coming up with as many arguments as you can. Some of them are bound to be unused by your turn.
- If it is not going to be possible to do a five minute speech with new arguments and rebuttal, you are going to have to repeat points that have already been made. If you need to do this, try to give them a different names and using different details and examples.
- If the worst comes to the worst and you have finished your points and there is a minute left, do a very detailed summary of your points (i.e. repeat your own points). This is not ideal, but will lose less marks than sitting down early.

Coming up with arguments

If you're having trouble generating arguments in the preparation room, try asking the following questions:

- What's the most important reason why we should or shouldn't do this? E.g., is there a problem we want to solve, a link we want to break, a principle we want to uphold?
- What are all of the other advantages and disadvantages? E.g., it's cheaper, it sends out a strong message, it reduces a harm.
- What are the practicalities (cost, time, staffing, getting agreement, space etc)? These are particularly good if you're the opposition for attacking the proposition's plan.
- What are the principles? Equality, human rights, justice, liberty, freedom of choice etc.
- Who are all of the different people who are affected by the propositions proposal/beliefs, or who play a role in the area being debated? E.g., police, doctors, government, criminals, parents, children, teachers, the poor, developing countries, NGOs, TNCs etc. Is the proposition going to make things better or worse for them?
- What recent examples can we think of from the news that fit into this debate?
- What other examples can we think of? For the most part avoid examples from fictional sources and from your history lessons, but do try to come up with examples, where possible, from the recent past, from other countries as well as from the UK, or examples that are well known.

Glossary of unfamiliar terms

Adjudicators: The people who, in a competitive or marked debate, decide the outcome. Unlike audiences adjudicators award debates to the most skilled speakers, rather than the side they agree with.

Analysis debate: A type of debate motion that asks the teams to argue whether a statement (either of fact of value) is probably true or not. Compare policy motion.

Argumentation: The combination of evidence and analysis with which speakers support their reasons.

Barracking: The offering of too many points of information in a short time. This is against the rules.

The Break: The point in a debating competition at which the most successful teams from early rounds progress to the knock-out stages. Also a verb, 'to break'.

Case: All the principled beliefs and different reasons that a team put forward to support their side of a motion. See team line.

Chairperson: The person responsible for making sure the rules are observed, and calling speakers to speak in the right order.

Definition: The exact area or proposal or belief that is being debated (like a more detailed statement of the motion), usually explained at the start of the first proposition speech.

The Floor: a) The right to speak at a given time, as in "the speaker holding the floor may choose to accept or decline a point of information"; or b) the audience, especially when invited to give comments between the main speech and summary speeches

This (or The) House: The chair, timekeeper, speakers, adjudicators and audience—essentially everyone involved in the debate, who will make a decision on the motion at the end of the debate. The name is taken from legislative Houses like the House of Commons in the UK and House of Representatives in the USA.

Main speech: Any speech in which new arguments may be advanced. Compare summary.

Motion: The subject or topic for debate. A motion is phrased as a one-sided statement which sets out to express the view of everyone present (e.g. This House prefers radio to television) which the House must then decide to endorse as their collective view, or reject.

The Opposition: The side or team that wishes the House to reject the motion.

Parliamentary: A collection of styles of debating, which all have in common the main features described in this book. There are non-Parliamentary forms of debating as well about which more information can be obtained from www.esu.org

Point of information: A request by one debater to interrupt a debater currently speaking for the other side. The request can be accepted or rejected, and if accepted the interruption must be kept short.

Policy debate: A type of motion that asks the teams to argue whether an action ought to be taken or not. Compare analysis debate.

The Proposition: The side or team that tries to persuade the House to endorse the motion.

Protected time: The period at the start and end of a speech during which points of information may not be offered. The rest of a speech is unprotected time.

Rebuttal: Explanation of why the other side's arguments are wrong.

Short/long preparation: Some topics in competitions may be given to teams weeks in advance, others may be known just one hour or fifteen minutes beforehand.

Signposting: The way speakers identify separate parts of their speech, (for example, when moving from one reason to another).

Squirreling: Giving a definition that is not the same as the meaning of the motion. This is against the rules.

Standing orders: The rules governing a particular debate, including order and length of speeches.

Summary: A speech at the end of a debate, which does not introduce new arguments. Compare main speech.

The Tab: The scoring system (and eventually, results table) at a debating competition.

Team line: The principled part of a case.

Timekeeper: The person responsible for giving time signals to the speaker and recording the length of speeches.